

c.a.u.t. bulletin

OCTOBER

1967

OCTOBRE

bulletin de l'a.c.p.u.

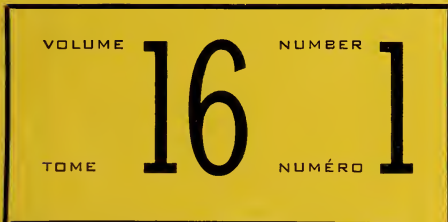
June Council Reports

Salaries — Traitements

The Universities Act in Alberta

C.A.U.T. Policy Statement on Sabbatical Leave

Déclaration de principes sur les régimes de congé sabbatique



CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

<i>Association</i>	<i>President</i>	<i>Secretary</i>	<i>Treasurer</i>
1. Acadia	Ernest E. Zinck	B. A. Robinson	R. J. Gerrard
2. Alta. Edmonton	W. F. Allen	E. H. Pinnington	A. S. Knowler
3. Bishop's	Dan Patridge	William Shearson	James Lowther
4. Brandon	L. S. Evans	J. W. Cotts	A. Rogosin
5. U.B.C.	N. A. Hall	Mrs. Anne Brearley	R. D. Russell
6. Brock	Carl M. Wolff	John U. Marshall	John U. Marshall
7. Calgary	F. Terentiuk	R. X. Ware	P. G. Glockner
8. Carleton	P. E. Uren	S. R. Mealing	D. K. Bernhardt
9. Dalhousie	D. Braybrooke	O. P. Kamra	S. Fullerton (Miss)
10. École de Médecine vétérinaire		Jean Piérard	
11. Guelph	J. B. Robinson	E. C. Hunt	W. N. Stammers
12. Jean-de-Brébeuf	R. Bergeron	Gisèle Gariépy (Sœur)	
13. Lakehead	John Whitfield	Evelyn Eager	Douglas Alexander
14. Laurentian- Laurentienne	W. Y. Watson	G. Vallillee	K. L. McNamara
15. Loyola	J. T. Copp	Daniel Brown	Robert Hanrahan
16. Manitoba	I. R. Hamilton	E. C. Moulton	K. M. Hughes
17. McGill	T. J. F. Pavlasek	M. P. Maxwell	A. Lloyd Thompson
18. McMaster	J. S. Kirkaldy	Lynn McDonald (Miss)	H. E. Turner
19. Memorial	J. G. Dawson	D. J. Murphy	A. T. Brace
20. Moncton	Léandre Desjardins	Claude Bouchard	Léandre-J. Bourque
21. Montréal	Serge Lapointe	V. Adamkiewicz	Jacques Falmagne
22. Mt. Alliston	K. Durstling	D. W. Cross	D. W. Cross
23. U. New Brunswick	George McAllister	D. F. Rowan	R. T. McKinnell
24. N.S. Tech.	G. D. MacKay	E. A. Guppy	E. A. Guppy
25. Ottawa	George Ling	Jean Vaillancourt	Emilio Binavince
26. Queen's	A. A. Travill	J. Downie	G. P. Raymond
27. R.M.C.	L. A. Smith	R. Dignum	M. Chaudry
28. St. Dunstan's	Fred Driscoll	G. W. Pineau	G. W. Pineau
29. St. Francis X.	D. Bunbury	J. Ross	J. Ross
30. St. John's	Rev. A. M. C. Waterman	J. C. Wenk	D. Niemi
31. St. Mary's	A. P. Monahan	R. Marshall	R. Marshall
32. St. Paul's	W. R. Wall	J. E. Rea	J. E. Rea
33. Sask. Regina	Eric Stanley	P. J. Hammel	M. Alexander (Miss)
34. Sask. Saskatoon	J. M. Naylor	T. G. Smith	J. C. Courtney
35. Simon Fraser	Wm. Vidaver	Chas. MacDonald (Mr.)	Geof Molyneux
36. Sir Geo. Wms.	Roger Verschingel	G. Robert Curnew	G. Robert Curnew
37. Toronto	G. F. D. Duff	K. W. McNaught	A. J. O. Farina
38. Trent	Bruce Hodgins	Alan Wilson	
39. Victoria	I. D. Pal	F. P. Robinson	R. Powers
40. Waterloo	David Kirk	G. W. Bennett	H. C. Ratz
41. Waterloo Luth.	Laurence Dawson	Arnold A. Wellwood	Janet Hay
42. Western	R. W. Packer	D. F. Jones	W. Bulani
43. Windsor	Ralph Nelson	Lois Smedick	Peter Burrell
44. Winnipeg	H. V. Rutherford	T. J. Kuz	R. B. Coates
45. York	Lewis Hertzman	Kathryn Koenig	Harvey Simmons
46. Members-at-large			

association

président

secrétaire

trésorier

ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

c.a.u.t. bulletin

bulletin de l'a.c.p.u.

*A Publication of The Canadian Association of University Teachers
Publié par l'Association canadienne des professeurs d'université*

Executive Secretary:	J. Percy Smith	Secrétaire général:	
Editor:	Edward J. Monahan	Directeur:	
C.A.U.T. National Office		Secrétariat de l'A.C.P.U.,	
77 Metcalfe St., Ottawa 4, Ont.		77, rue Metcalfe, Ottawa 4, Ont.	
Advertising Office:		Publicité:	
	34 Bater Ave., Toronto, Ontario		

October 1967 Octobre

Volume 16, Number 1

tome 16, numéro 1

TABLE OF CONTENTS / TABLE DES MATIÈRES

	Page
Message from the President	3
The June Council Meeting	5
Annual Reports — Rapports annuels	
Report of the Executive Secretary	9
Report of the Treasurer	17
Report of the <i>Bulletin</i> Editor	24
Report on the J. H. Stewart Reid Memorial Trust Fund	27
Report of the Salary Committee	29
Noah Meltz	
Salary Scales for Lay Staff : D.B.S.	49
Traitements : de 1964-1965 à 1967-1968	63
Mireille Lapointe	
A Program on University Teaching for University	
Teachers	79
A. McCreary-Juhasz & J. D. Denison	
The New Universities Act in the Province	
of Alberta	83
D. de F. Macintosh & J. G. Nelson	
Parliament and the Control of University Expenditure	
in the United Kingdom	96
E. J. Monahan	
Statement of C.A.U.T. Policy on Sabbatical Leave	102
Déclaration de principes sur les régimes de congé sabbatique	105
Book Reviews — Notes de Lecture	
Powers, Presidents, and Professors	109
E. D. Maher	
Staffing American Colleges and Universities	111
E. J. Monahan	
Improving College Teaching	113
E. J. Monahan	
Notice of Positions Vacant — Annonce des postes vacants	114
Notice of Persons Available for Appointment —	
Annonce des Professeurs disponibles	118

Published four times a year in October,
December, February and April.


Subscription rate : \$5.00 per year.

Printed by:
sous les presses de:

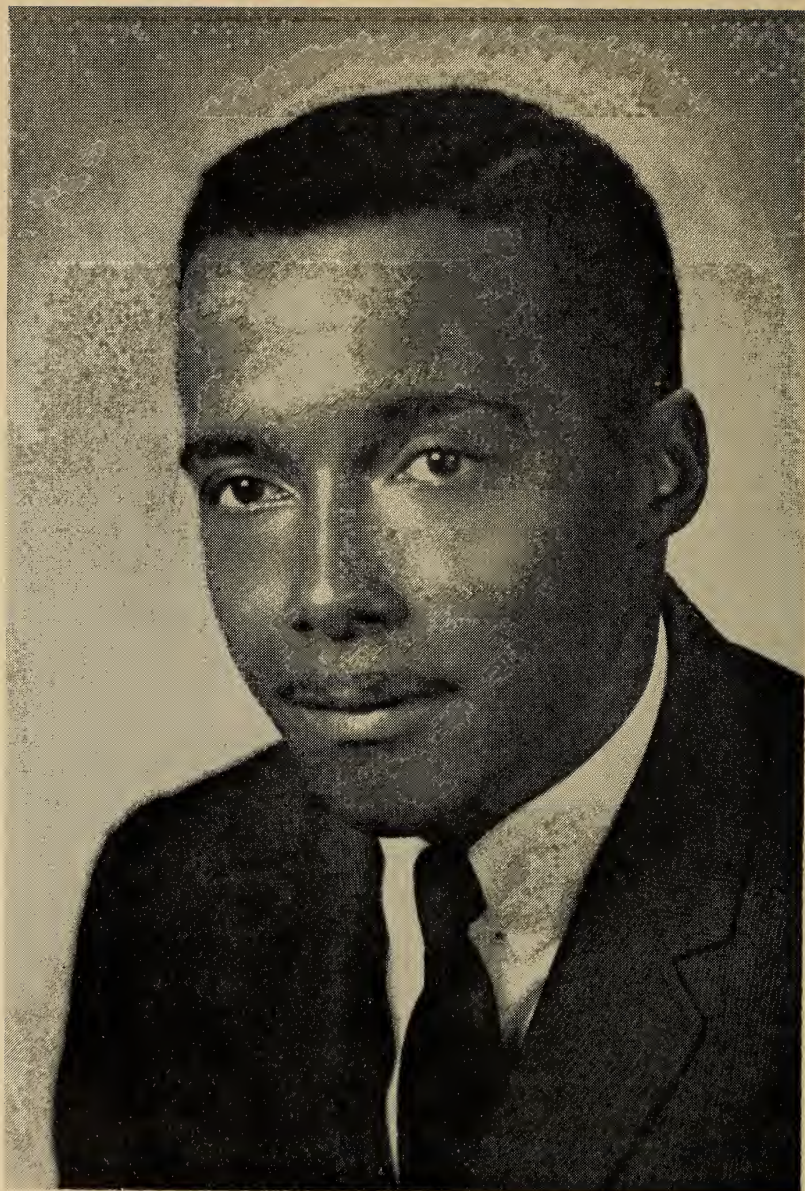
Authorized as second class mail by the Post
Office Department, Ottawa, and for payment
of postage in cash.

Quatre livraisons par année : octobre, décem-
bre, février et avril.

L'abonnement est de cinq dollars par année.

Le Droit  89

Le ministère des Postes a autorisé l'affran-
chissement en numéraire et l'envoi comme
objet de deuxième classe de la présente
publication.



A MESSAGE FROM THE PRESIDENT

It is not possible here to detail all of the activities in which the C.A.U.T. will be engaged in the coming year. Instead, I shall focus on some of the main issues which I believe ought to be of concern to members of the academic profession.

The economic position of university professors remains a vital issue, particularly in the present inflationary context. Notwithstanding the disappearance of the frayed collar as a status symbol among us our salaries do not bear reasonable comparison with those of groups requiring less professional training; nor are they proportional to the social importance of our profession. The C.A.U.T. must and will continue to work at the national level to promote improvements through its salary report, publication of income data and through studies such as the current one on faculty work-load. Mention should also be made here of the Ingraham Report on faculty retirement schemes jointly sponsored by the C.A.U.T., A.U.C.C. and C.A.U.B.O. which so far does not seem to have gotten the attention it deserves.

Direct responsibility for salary negotiations of course lies with the local associations. On the whole they have not been particularly militant and perhaps it is time for some changes in approach. In this connection, it seems likely that in some areas at least the provincial or regional associations will have considerable impact on future salary negotiations.

Salaries are not the only, nor indeed the fundamental element in improving the professional status of university teachers. Of more importance perhaps is the achievement of an appropriate degree of autonomy. Translated to the peculiar setting of the university, the basic issues become academic freedom, tenure and the control of university government by academics.

Of the various committees of the C.A.U.T., the Committee on Academic Freedom and Tenure has always been an important and active one. Besides a heavy case load, it has been engaged during the past year in preparing a C.A.U.T. Policy Statement on Academic Appointments and Tenure which I hope will be adopted at the Fall Council meeting.

Although the publication of the Duff-Berdahl Report created a climate of opinion favourable to the reform of university government, the initial optimism has been tempered somewhat by the slow pace of actual change in the direction of increased faculty control. Indeed, it appears that the students by taking the initiative may profit most from Duff-Berdahl. Certainly the continuing spate of newspaper articles on "student power" etc., gives the impression that this is the only important issue involved. The proclivity of the press to distort issues notwithstanding, we professors have characteristically failed to communicate our views effectively and must accept some of the blame for seeming increasingly a part of a faculty-administration establishment which is fearful of any change. Again, it is up to the local faculty associations

to take the initiative in putting the issues back into proper perspective and to carry reform beyond the discussion stage at each university.

As an additional element in the question of university government the local associations as well as the provincial associations will also need to give attention to the emergence of various inter-university administrative groups and their possible effect on the decision-making process within the universities. These reflect the pressures on the universities to rationalize over-all planning as a result of the tremendously increased public investment in post-secondary education. This increased government involvement raises a serious need to determine how the traditional autonomy of the universities is to be reconciled with increasing government control. Because this is a problem requiring examination in depth, it has led the C.A.U.T. in conjunction with the A.U.C.C., C.U.S. and I'U.G.E.Q. to seek to establish a commission to study the relations between universities and governments.

However, even without waiting for the commission enquiry, it is obvious that the balance to be struck between autonomy and external control will depend upon the degree to which the university adapts itself to the educational needs of a rapidly changing society. Stated another way, society's recognition of the need to preserve (and to adequately reward!) an independent academic profession will depend upon the degree to which we as professionals recognize our obligation to participate in the educational revolution now occurring. We dare not remain oblivious of developments at other levels of education or of the need to adapt our programs to them and to the social and economic needs of the community.

In closing some mention should be made of developments within C.A.U.T. itself. It has become increasingly clear that changes in the structure and financing of this Association are necessary if it is to continue effectively to represent the academic profession in the face of an expanding membership and our rapidly changing academic environment. Council at its Spring meeting responded by adopting measures to support the emergence of regional and provincial groups of associations in the C.A.U.T. It also approved a new graduated dues schedule for introduction in 1968. These decisions were taken almost unanimously but only after critical appraisal of the issues. It will now be up to the local associations and each individual member to give these matters the same careful consideration in full understanding that the future of the Association is involved.

However, let us not be misled. The changes in structure and the increased financial burden we are asked to assume in no way insure the future effectiveness of the C.A.U.T. It will depend a great deal more on the willingness of each of us to become personally involved in working in the interests of the academic profession. Someone else cannot always be expected to do the job.

Howard McCurdy, President, 1967/68.

THE JUNE COUNCIL MEETING

— A BRIEF REPORT —

The annual meeting of the Council and of the general membership took place at Carleton University, Ottawa, on June 13-14. Thirty-seven member associations were represented. Guests present included Mr. Robert Van Waes, Associate Secretary, American Association of University Professors; Mr. Ralph Mitchener, Office of the Secretary of State; M. Richard Brunelle, l'Union générale des Étudiants du Québec; Mrs. Diane Macdougall and Mr. David Young, Canadian Union of Students.

The following members were elected as the Executive and Finance Committee of the Association for 1967-68 :

President :	Professor Howard McCurdy (Windsor)
Past-President :	Professor Gideon Rosenbluth (U.B.C.)
Vice-President :	Professor Gerald McKay (McGill)
Treasurer :	Professor Roy E. George (Dalhousie)
Members-at-large :	Professors D. C. Baillie (Toronto)
	V. Bergeron (Ottawa)
	G. A. McAllister (U.N.B.)
	Peter Smith (Victoria)
	Barry L. Strayer (Saskatchewan)

The most important decisions of Council were taken in connection with the Report of the Committee to Study the Relations between C.A.U.T. and Provincial and Regional Groups and the Report of the Treasurer.

The Report of the Committee on Relations between C.A.U.T. and the emerging provincial and regional groups of faculty associations contained recommendations affecting both the structure and the financing of the Association. After a thorough debate of these recommendations, which resulted in some modification, Council approved a proposal to give local faculty associations belonging to a provincial or regional group the option of having direct representation on the Council of C.A.U.T. or of transferring their seat on Council to the provincial or regional group. The Council continues to be based on the principle

that each local association in affiliation with C.A.U.T. has one seat; but the decision has now been made to give local associations an option in deciding how to fill this seat. In the event that a local association transfers its Council seat to the provincial or regional group, it also transfers to that group its liability for C.A.U.T. fees.

In the matter of fees, Council also approved a proposal to provide local associations belonging to a provincial or regional group with the right to reduce their per capita fee payments to C.A.U.T. by an amount equal to one third of the per capita fees levied by a recognized provincial or regional association, subject to the following limitations : the maximum reduction not to exceed five dollars; no reduction where the provincial or regional per capita fee is less than three dollars; the reduction when put in effect to be for a three-year period, subject to review by Council at the end of the second year.

The proposals affecting the structure of the Association, while approved by Council, cannot be implemented until the constitution is amended. The necessary constitutional amendments will be presented to Council at its next meeting.

In line with the financial implications of the foregoing proposals, the Report of the Treasurer (pp. 17-23) proposed an increase in C.A.U.T. membership dues and a new basis for the calculation of dues. In his summary of the finances for the year, the Treasurer emphasized that, apart from the implications of the proposal to grant a reduction in C.A.U.T. fees to local associations incurring responsibility for the establishment of strong provincial or regional associations, the increasing scope and complexity of Association activities required an increase in revenues.

After a lengthy discussion of the Treasurer's recommendations, Council voted to introduce a new structure of fees to be implemented in one year's time, at the beginning of the fiscal year, 1968-69. According to the new plan, C.A.U.T. fees are to be calculated on the basis of the median salary for each preceding year for four academic ranks (Professor, Associate Professor, Assistant Professor, Lecturer and Instructor), each member being assessed at the rate of \$1.60 per thousand dollars of the median salary for his rank.

Adoption by Council of these decisions — to alter the structure of the Association; to provide a system of fees reduction in order to assist in the strengthening of provincial and regional groups; and to

provide a new system for the calculation of C.A.U.T. fees mark a very important step in the development of C.A.U.T. They are the Association's response to the problems created by the very necessary development of strong provincial and regional groups of staff associations and of the need to provide proper relationship between faculty groups at the local, provincial or regional, and national levels. Because of the significance of these changes a fuller account of them will be given in the December issue of the *Bulletin*.

Several amendments to the Constitution were approved. One provided for the establishment of a new category of membership : Associate Membership in "Members-at-large" Association; another provided for the expansion of the Executive and Finance Committee to nine members; the remainder involved points of clarification.

The President announced receipt of a formal notice of disaffiliation from C.A.U.T. of l'Association des Professeurs de l'Université de Sherbrooke. Notice was given of three applications for affiliation — from St. Patrick's College Faculty Association, the Canadian Services Colleges Faculty Association, and the University of Lethbridge Faculty Association. It is expected that these applications will be dealt with by Council at its next meeting.

Reports were received from various committees and some of these are printed in this issue of the *Bulletin*. In addition to those published here, Council heard from the Committee on Academic Freedom and Tenure, the Committee on Faculty Work-load, the Committee on Part-time Programmes, and the Committee on the Status of Women, and about the plans of the Committee on Professional Ethics, the Committee to study the Carter Report, and the Committee to prepare a brief to be submitted to the Royal Commission on Security.

Council heard reports from the President and Executive Secretary about the progress of the joint A.U.C.C.-C.A.U.T.-C.A.U.B.O. Study of University Operating Costs and about the activities of the Association in regard to the proposed comprehensive study of research in Canadian universities being undertaken by the Science Council of Canada. Professor E. D. Maher (U.N.B.), a C.A.U.T. representative on the continuing committee on pensions sponsored jointly by A.U.C.C., C.A.U.T., and C.A.U.B.O. to study the implementation of the *Ingraham Report* outlined the activities to date of that committee. The committee

is planning a feasibility study to explore in detail various alternative plans to provide a nation-wide pension scheme for university faculty.

The Chairman of the Committee on Academic Freedom and Tenure tabled a Draft Policy Statement on Academic Appointments and Tenure. After discussion, the Chairman indicated that the Statement would be reviewed again by the A.F. & T. Committee in the light of suggestions made, revised, and presented to the next meeting of Council for final approval.

Professor Marion Smith (Manitoba) tabled the Report of the Committee on Sabbatical Leave. This Report contained a draft of a new C.A.U.T. Policy Statement on Sabbatical Leave which, after brief debate, was approved by Council. This new Policy Statement is printed on pages 102-108.

Council also approved a recommendation from the Executive and Finance Committee that the time and place of future spring meetings be separated from the meetings of the Learned Societies.

E. J. M.

REPORT OF THE EXECUTIVE SECRETARY

At the Council meeting in Sherbrooke a year ago, the Executive Secretary's report comprised essentially a statement explaining the decision of the Executive and Finance Committee to hold a conference on the future of this Association. It argued that the following two questions must be dealt with by that conference and — in the long run — by the Association:

- (a) What kind of program, and of what range and scope, should we be attempting at this stage in our history ?
- (b) In what ways, if any, ought the Association to alter its structure in order to carry out such a program ?

At the conference at North Hatley last September, despite some submerged cross-currents which need not occupy us here, and a certain amount of misunderstanding, these questions were examined from various points of view. The first question evolved into one of choice: should the Association resolve to content itself with carrying on a program confined rather strictly to immediate professional concerns — salaries, pensions, academic freedom and tenure, university government — or should it continue to be guided by the idea that the members of the Association comprise the essential professional university community and the Association ought therefore to concern itself with every matter that affects significantly the quality of university life ? In this choice there was never, at the North Hatley conference, any serious doubt expressed; the view clearly held was that the second alternative must be adopted, without reservation.

The answer to the question about the Association structure could not, it appeared, be immediately provided. The question must be dealt with only after very careful study, of a kind which the conference was not capable of giving to it. Instead, it was necessarily left to the Executive and Finance Committee to establish, with the approval of Council at its December meeting, a special committee to study the constitutional and financial problems arising from the important and highly desirable emergence of regional and provincial groups of faculty associations. The report of that committee will be before the Council tomorrow; it would be improper for me to comment on it here.

What I should like to do in this report is to examine from the point of view of the national office the effects of the answer which was given to the question about our program. What does the decision to concern ourselves with "every matter that affects significantly the quality of university life" mean, in terms of the daily activities in which we are engaged? I assure you that in discussing this question I do not intend to retail the gist of the reports that are being presented to the Council in the course of these two days. They will speak for themselves. Nor do I intend to deal with those functions of gathering and distributing materials of various sorts, publishing the *Bulletin* and *Newsletter*, and carrying on a general information service about Canadian universities which are the matters of daily concern for your national office staff. This service, especially in relation to problems of the movement and recruitment of staff, is growing very rapidly.

The answer given to the question means of course that we must continue to deal as effectively as possible with those matters that may be called "professional" in the narrower sense of the term. Thus the committees on salaries, on academic freedom and tenure, on the status of women, on faculty work-load, on sabbatical leave, on income tax, and so on, have gone on with their work. In connection with each of them the national office has a role to play, in serving as a centre of communication, a collector of data, a processor and distributor of reports, occasionally an adviser. In no two cases are its functions exactly alike, and perhaps I may mention briefly three of the committees, to illustrate the point. At one extreme, so to speak, there was this year the special Committee on Sabbatical Leave Policy. The Executive and Finance Committee decided to ask Professor Marion Smith to act as a one-woman committee in this matter. I wrote a single letter of request; she accepted the assignment; we sent her some material; and after a few months, her report, which she will be presenting to you tomorrow, was in our hands. Of a different sort is the Committee on Faculty Work-load, whose work has inevitably proceeded in what appear to be jets of activity. The progress of this committee has depended — and still depends — on the working out and use of a very careful and sophisticated questionnaire, to be administered only after a painstaking introduction of it to the respondents. To this work, our Research Officer has devoted a considerable amount of her time, meeting periodically with the committee and then studying the problems of achieving the aims that they had established.

The Committees on Sabbatical Leave and on Work-load were, of course, set up to deal with rather specific matters, and their work will eventually come to an end. With the Committee on Academic Freedom and Tenure the case is different. The work of that Committee is not only unending, it is growing. As Professor Milner reported to the Council today, the Committee met five times during the past year, all but one of the meetings occupying a full week-end. What he did not say — and having given up modesty as a bad job, I shall say it for him — is that the work of that committee involves a prodigious amount of time for him as chairman and for the Executive Secretary of the Association. There were many weeks during the past winter when Professor Milner and I were in almost daily contact by telephone or letter, and we met at least eight times apart from the meetings of the Committee. It is clear that if the national office were to set out to do all that it might legitimately be doing in this area — including advising local associations in connection with their statements and practices in matters of academic freedom and tenure, contracts, and the like — we could use the full time of an additional professional staff member. As matters stand, I must first express my regret to those local associations who have written to us asking for such help and received little or none, and secondly express my own sense of the devotion, patience, industry, and sensitive care that the members of the A. F. & T. Committee, especially the Chairman, continue to exhibit. I may perhaps be permitted to add that the effectiveness of the Committee is by no means helped by faculty members who feel that the daily press or the student body should be invited to deal with their woes before they venture to place them in the hands of their professional colleagues.

I pass on to comment on aspects of our program which differ from those which I have been discussing in that, although they affect the academic as a professional, they involve us in joint action with bodies other than the C.A.U.T. Here the role of the national office is likely to be of a different sort, more concerned in the stages in which plans are made and arrangements negotiated, less directly involved in the projects themselves. Thus, for example, your Executive Secretary was a member of the steering committee for the Ingraham study of pensions, in which we collaborated with the A.U.C.C. and C.A.U.B.O. Once that study had been completed, however, and questions of implementation arose, what was needed was a much more specific expertise — and hence our appointment of Professors Baillie, Briant, and Maher to a fresh committee. We need, of course, to recognize how important the planning

stages of a project may be. When we were first invited to participate in a study of university costs, seventeen months ago, it was proposed to us that we should have a single representative on an eight-man committee, the chairman of which had already been named and the terms of reference established. It required several months of negotiation for us to alter the situation to one in which we had three members on a nine-man committee which was directed to choose its own chairman, and had worked out jointly with the other sponsors terms of reference which not only made some sense from the point of view of this Association, but offered the prospect of beneficial effects on the universities.

One especially welcomes the development of plans for a study of the relations between universities and governments, co-sponsorship of which has now been approved by the two large student organizations — C.U.S. and U.G.E.Q. — as well as the A.U.C.C. A steering committee for that study has now been named, and your national office will inevitably be involved in its work. Indeed, it has already done a good deal of preparatory work, in obtaining assurance from the provincial governments of their willing co-operation in the study, in making a preliminary approach to the foundations, and in preparing the ground so that the steering committee may proceed with as much dispatch as is possible.

The proposal for a study of the relations between universities and governments is, of course, an inevitable product of the role that governments have now come to assume in higher education, and more particularly the changes of the past year. Mention of it prompts me to comment briefly on the work which your national office does in relation to governmental and other public bodies. It would be impossible to detail this within the confines of a brief report. We have, for example, been in consultation — by letter or meeting or both — with officials of the Canada Council, the Science Secretariat, the Department of Manpower and Immigration, the Department of National Revenue, the Department of the Secretary of State, D.B.S., the Canadian National Commission for Unesco (of which we are a member) and its sub-committee on education, the Canadian Teachers' Federation, the Canadian Association for Adult Education — but I shall not be so foolish as to try to exhaust the list. On the international scene, we maintain active and fruitful liaison with our colleagues in other countries, especially through the A.A.U.P., the British A.U.T., and the I.A.U.P.L. And we are actively represented on the national executive of W.U.S.C. The

point I wish to make is that the decision to keep our concern with university matters broad implies the willingness to assert the claims of faculty members and make their voices heard wherever this needs to be done, and to respond to requests for counsel or co-operation whenever they are appropriate to those claims.

The brunt of the work resulting from the decision to continue the policy of broad concern has fallen on the Executive Secretary, Associate Executive Secretary, and Research Officer, and this is as it should be. Nevertheless, we are only three people, and it is increasingly evident that we cannot for long continue to cope with the demands that are being made on us. I hope I shall not be misunderstood — I remind myself that two years from now I shall be giving my last report as Executive Secretary, and after that someone else will take over. But I am deeply concerned that the program on which we are embarked should be maintained; and it cannot be maintained unless some able individuals are willing to devote their energies to it for a period of time. There is, I suggest, a limit to what our Association can demand of its hired servants, and I think we have reached that limit. Perhaps it will help you to understand my meaning if I tell you that the other day, in response to a kind of small wager with the Associate Executive Secretary, I leafed my way through my diary and found that between September 1st and June 1st my week-ends were occupied with C.A.U.T. meetings of various kinds on nineteen occasions, and by far the majority of these required my absence from Ottawa and home. Since for both Dr. Monahan and myself a week-end lost is never found again, this meant that nineteen weeks were seven-days affairs. I do not know what the score was for him, but it was comparable. And I here pause to pay tribute to the forbearance of his wife and mine.

Let me then get back on the track of my argument and make some observations about the relevance of our program to some aspects of the present situation of the Association. It has been suggested more than once during the past year that the emergence of provincial and regional groups, carrying on their programs, ought logically to reduce the work of the national organization. The deduction seems a natural one. I can only say in all soberness that it is completely mistaken. The great majority of items in the program of the national body could not be undertaken by provincial groups at all; and in my judgement those which could — as, let us say, the work in academic freedom and tenure — could only be taken over at the price of a very great loss in efficiency. The

emergence of the provincial and regional groups is a matter of the greatest importance. I think that what we have to realize is the fact that they represent a necessary response to an additional set of problems resulting from changing circumstances, not simply a new means of approaching the old problems.

At the same time, I think we need a very much closer liaison than has existed so far between the regional groups and the C.A.U.T. Especially, there are matters in which consultation among the regional groups as well as between them and the national body could be extremely useful. These include the bread-and-butter questions — salaries, pensions, other fringe benefits — as well as such matters as the mechanisms for dealing with provincial governments. I venture to guess that these consultations are going to become increasingly important as the governments establish agreements and agencies that cut across provincial boundaries — a movement that is clearly occurring, and in which there is good reason to assume that the A.U.C.C. is already closely involved.

Perhaps I ought not to go further in discussing a problem which is to come before the Council tomorrow. Let me instead make two or three observations that are related, but somewhat tangential, to the main issue. In the first place, I think we distinctly need a renewal of the kind of ferment and drive out of which this Association was born. Our Associate Executive Secretary and I spend a certain amount of our time in trying to foster that idea, and during the past year we visited, between us, 36 different local associations, some more than once, as part of the effort to keep it alive. It was, as I felt and understood it, essentially a revolutionary idea, about the nature of a university and the role that faculty members ought to play in it. It was attended by a certain amount of revolutionary fervor, which had a good deal to do with making the new Association a force to be reckoned with. I trust that I am not just indulging in a naive nostalgia of the kind that marks persons of advancing years. But I confess that not infrequently in talking with my now prosperous colleagues of those days, and much more frequently when I look into my shaving mirror, I find myself thinking of Bernard Shaw's comment that the first necessity when a revolution succeeds is to shoot the revolutionaries. Today's revolutionaries are tomorrow's conservatives.

I was compelled to reflect on this in a particular way recently when I tried to put into effect a decision of the Executive and Finance Committee that we should present a submission to the Royal Commission on Security, which was established in the wake of the spy cases and

Munsinger affairs of last year. The subject of security is one about which this Association ought to have something significant to say. We have done so in the past. We have been involved with it in at least three ways : through our concern with R.C.M.P. campus activities, through our work in connection with certain immigration problems, and through the presence in our Association of many scholars whose work brings them into contact with regulations governing the use of classified materials. I began with the cheerful notion that there would be no great difficulty in obtaining a three-member committee to deal with this vitally important matter. But in fact I approached, directly or indirectly, almost forty faculty members without obtaining a single affirmative response. Every person was concerned by the importance of the subject; every person was too busy to touch it.

Now I am not prepared to believe that there is less idealism than there was among us fifteen years ago. I do, however, think that we are losing contact with it. My guess is that much of it is just where it was then : among that great number of faculty members, well below the age of forty, who are the instructors and assistant professors that we were. I have the impression, especially as I visit the larger local associations, that they are not being given a sufficient role in C.A.U.T. activities. The dissatisfaction that they express with the C.A.U.T. and its affiliates, the call that is periodically raised for some more clearly unionist kind of organization and program, seem to me not only to constitute a warning but also a reminder that at least some of the goals change as we advance towards them. We need as much sensitivity to this fact, and as much energy in adapting to it, as ever.

Let me be specific. A very important aspect of the idea with which this Association began was the belief that a university is not a business corporation and must not be governed as if it were one. I think that through a decade and a half of debate and study and negotiation we have gone a long way toward establishing that idea. We have not succeeded completely, but we have made great progress and are continuing to do so. It is now imperative that we be at least as vitally concerned with establishing that a university is also not simply an arm of government and must not be dealt with as if it were one. The danger is very real; and it is not less real merely because it is surely fair to say that no ill-will or sinister plotting is involved. What is involved is a failure to understand the peculiar central function of a university as a place of intellectual ferment, of enlightenment, of

civilization. The failure finds expression in what might be called the manpower approach to education. Surely one must dread hearing the Supreme Bureaucrat announce to a university, "Next year we'll need 700 engineers, 450 sociologists, 300 economists, 2 historians, and one-third of a philosopher. Okay, boys, adjust the mixture and fill 'er up!" Or, to change the medium but not the message, "We need," said the Government of the United States a few years ago to the administration of the University of Pennsylvania, in essence, "to know a lot more about how to carry germ warfare to an enemy country. Name your price, but keep the secret." I use an American illustration because it became public property; I do not know what the Defence Research Board of Canada may be up to in the way of brutalizing the purposes of our places of liberty.

May I now venture to sum up? The decision taken last year to continue to be concerned with every matter that affects significantly the quality of university life was entirely consistent with the aims and activities of the Association from the beginning. Its implementation has placed an enormous strain on our existing resources, which cannot be sustained on the basis of the present national office staff without a serious decline in effectiveness. The addition of problems that must be met at the provincial or regional level increases greatly the total strain and makes it imperative that our organization be adapted to meet it. But adaptation will not be sufficient to the need unless we also find ways of bringing fresh resources and new points of view into our activities. To me it seems that the university community of Canada, which unchallengeably means the members of the C.A.U.T., is facing the most critical time of its history. It is also the time of greatest opportunity.

J. Percy SMITH,
Executive Secretary.

REPORT OF THE TREASURER

Report on Current Fiscal Year

It looks as if the income from membership fees for which we budgeted will be just about what we shall receive. However, the position is as murky as it always seems to be, simply because we never succeed in obtaining complete information on memberships from all local associations. Other income will not quite reach the \$5,500 we expected because, due again to the uncertainty about fees, we are not able to make full use of investment opportunities. A few months ago, I did ask certain local treasurers if they would be good enough to give us a programme so that we should know what fees we were likely to receive, and when. I propose to do the same early next year and hope that, in this way, we can put our financial affairs on a less slaphappy basis.

With two exceptions, the expenditure under each heading promises to be either very close to the budget or a little under. The two exceptions are travel expenses of national office staff and committees. The former will be about \$500 over budget, since the Executive Secretary and his Associate engaged in slightly more travel on behalf of the Association than had been estimated. The latter is an underspending of \$3,000 which results from rather less activity of some committees during the year.

We shall probably end the year with an excess of income over expenditure of about \$4,000 instead of being \$600 in the red, as prophesied in the budget. Lest we should feel complacent about this, however, may I remind you that the surplus will be achieved only because we failed to recruit the second Associate Executive Secretary we badly need to bring the National Office up to the level where it can give the standard of service we demand of it. Had we found a suitable person when we first started looking, we would now be facing a deficit of about \$10,000.

When our expected surplus is transferred to the balance sheet, our general reserve will amount to about \$50,000.

Budget for 1967-68

I am budgeting for an 8% increase in revenue from fees for next year, which would be in line with the trend of the last few years. Other income will probably fall, because we shall not have a repetition of the

windfall from the sale of the Duff-Berdahl Report which we received this year. Total income should therefore be a little over \$140,000.

On the expenditure side, we must provide for increases in national office salaries to keep them in line with rising academic salaries in Canada and for the extra Associate Executive Secretary for whom we are still looking. The costs of the *Bulletin* will also continue to rise as its size and quality increases. A significant increase in committees' expenses is also expected, partly because additional committees are being established and partly because last year's expenditure under this heading was unusually low.

I have made no provision for donations to the J. H. Stewart Reid Memorial Fund. This is a matter which the Council may care to consider in its fall meeting when the results of the present campaign will be known.

On the assumption that the Council will approve the proposal for financial assistance to regional and provincial groups, I have provided for expenditure of \$26,000 under this heading.

The final reckoning is an excess of expenditure over income of \$33,750. It is therefore clear that our Association is going through one of its recurrent financial troughs. Some adjustment in fees is inevitable; otherwise our reserves will be wiped out within 1½ years. However, rather than just considering a straight increase, Council is asked to review the whole fee structure. To this matter we now turn.

FEES

Increases in Costs

The costs of the Association have continued to rise year after year for reasons which can be summarized under the following headings :

- (a) *Staff Salaries.* We are morally bound as well as compelled by market conditions to keep the salaries of the central office professional staff in line with Canadian academic salaries. Since academic salaries have continued to rise by about 10% per annum, the Association's salary bill reflects an increase at the same rate.
- (b) *Other Costs.* Costs other than salaries, particularly those for the expenses of committees (all of whose members donate their scarce time to the Association without charge), office expenses, and outlays for the *Bulletin* have risen steadily year by year.

(c) *Increased Membership.* While our expanding membership is most welcome in every way, it inevitably produces the need for greater services. Every year there are more local associations and individuals requesting information, advice and other assistance from the Association on a host of matters. In particular there has been a significant increase in the number of academic freedom and tenure cases, all of which are processed through the central office. Thus it has been necessary from time to time to make additions to the professional staff.

(d) *Increased Association Activities.* We are making increased demands upon the Association. This is both natural and desirable, since the Association should be seeking to play a larger and more important part in Canada's academic affairs.

There is little doubt that costs will continue to rise. The growth of provincial and regional organizations of faculty associations will in no way reduce the demands upon C.A.U.T. and its central office. Indeed, the increased activity these new groups are expected to stimulate may well lead to an even greater demand for the services of the C.A.U.T.

Meeting Cost Increases

In the past increases in costs have been only partially offset by the growth in membership. Consequently, it has been necessary from time to time for the Council to raise the level of fees. Inevitably this has been a painful process. Some of our colleagues who are not very familiar with the immense amount of work which the Association undertakes on behalf of the academic community have reacted adversely. The strongest reaction has tended to come from members in the junior academic ranks who no doubt notice an increase of \$3 or \$4 per year more than do senior faculty.

There seems to be a need for a new fee system which will

- (a) yield more revenue than we may expect from the present fee,
- (b) produce an automatic adjustment of fees as costs rise, thus avoiding a recurrence of the problem every few years, and
- (c) provide some differentiation between fees paid by the more senior and more junior faculty.

A New System

Your Executive and Finance Committee proposes that, for fee purposes, members be divided into two groups. One would include

Professors and Associate Professors, the other would comprise Assistant Professors, Lecturers and Instructors. The fee payable by a member during any year would then be calculated as \$1.50 per \$1,000 of the median* salary for his group during the preceding year, the result being rounded to the nearest dollar.

Had this system been introduced in 1966-67, fees during that year and in 1967-68 would have been calculated as follows :

<u>Group</u>	<u>Median* Salary</u>		<u>Fee @</u> <u>\$1.50 per \$1,000</u>	
	1965-66	1966-67	1966-67	1967-68
Professors	}	\$13,208	\$20	\$21
Associate Professors				
Assistant Professors	}	\$ 8,057	\$12	\$13
Lecturers and Instructors				

In 1968-69, it seems likely that the fee for Professors and Associate Professors would be \$23 and, for Assistant Professors and Lecturers, \$14.**

Revenue from New System

Assuming that the distribution of C.A.U.T. members over the ranks is similar to that of all faculty in Canada (we have never known the actual distribution of C.A.U.T. members by ranks !), the revenue that the proposed system would have yielded in 1966-67 would have been about \$140,000. This is about \$15,000 more than the current fee of \$14 per capita is expected to yield, an amount which is almost precisely what would have been needed to balance our budget if we had succeeded in recruiting the second Associate Executive Secretary we intended to have this year.

In 1968-69, the first year in which the new system could be implemented, it seems that revenue will fall short of expenses (including

* Since it seems likely that the D.B.S. data from which medians for groups could be calculated may not be available when fees for each year have to be set, it is proposed that a simple average of the medians of the ranks in each group be used as the basis of calculation. The source document to be used would be the D.B.S. *Daily Bulletin*, which publishes details of selected universities (at present 19 in total) early each year.

** After lengthy debate, Council resolved to establish four groups : Professors, Associate Professors, Assistant Professors, Lecturers and Instructors and to levy a fee of \$1.60 per thousand. This will likely establish fees of \$28, \$21, \$17, and \$13 for the groups.

assistance to regional and provincial groups) by about \$10,000; but, from then on, revenue should rise rather more rapidly than expenditure and the Association's finances should settle down on a sound and stable basis.

Recommendation

The recommendation of the Executive and Finance Committee is that this proposal for a new fees structure be approved by Council for implementation in one year's time, at the beginning of the fiscal year 1968-69 in September, 1968. Fees are never popular and increases in fees will never be welcomed. However, since fees are inevitable and periodical increases in fees will be unavoidable, the proposed system promises to provide the revenue the Association will need, takes some account of the ability of members to pay and avoids the unpleasant process of making ad hoc adjustments.

Auditor

For some years, the books of the Association have been audited by Professor W. J. McDougall and we are much indebted to him for his services. He has, however, now indicated that he cannot continue after this year. The Executive and Finance Committee has considered this move and has decided that it would be of considerable assistance to the national office staff, and more satisfactory now that the annual turnover of the Association is nearing the \$150,000 mark, if we were to appoint a local firm of public accountants.

I therefore recommend that Albert Rivers C.A., 77 Metcalfe Street, Ottawa, be appointed auditor to the Association with effect from September 1, 1967.

Roy E. GEORGE,
Treasurer.

INTERIM BALANCE SHEET — as at April 30, 1967

ASSETS

Current

Cash at Bank	\$ 4,014.29	
Investment in Bonds (cost)	38,043.83	
Investment in short-term securities	25,000.00	
Prepaid Supplies and Insurance	661.59	\$67,719.71

Equipment

Furniture and Equipment (cost)	9,219.96	
less Accumulated Depreciation	6,946.00	2,273.96
		<u>69,993.67</u>

LIABILITIES

Sabbatical Leave Reserve	20,000.00
--------------------------	-----------

SURPLUS

As at April 30, 1967	<u>49,993.67</u>
	<u>69,993.67</u>

STATEMENT OF SURPLUS

September 1, 1966 to April 30, 1967

Surplus Balance, as at September 1, 1966	47,844.13
Plus Excess of Income over Expenditure for 8 months ending April 30, 1967	2,149.54
Surplus Balance as at April 30, 1967	<u>49,993.67</u>

STATEMENT OF REVENUE AND EXPENSES

	Budget 1966-67	8 Months Actual to Apr. 30, 1967	Estimate 1966-67	Budget 1967-68
<i>Income</i>				
Membership Fees	\$125,000	\$90,080	\$125,000	\$135,000
Other Income	5,850	4,579	5,000	4,000
	<u>130,850</u>	<u>94,659</u>	<u>130,000</u>	<u>139,000</u>
<i>Expenses</i>				
Salaries	55,000	36,006	55,100	73,000
Staff Benefits:				
Pensions and Insurance	8,000	4,701	7,300	9,700
Provision for				
Sabbatical Leave	10,000	10,000	10,000	10,000
Bulletin	15,500	11,642	15,000	16,000
Travel:				
National office staff	3,000	3,105	3,500	4,000
Committees	14,000	8,107	11,000	15,000
Council Subsidy	3,000	982	2,200	3,000
Office:				
Tenancy	5,000	3,295	4,925	5,000
Telephone	2,200	939	2,000	2,000
Supplies and Postage	3,800	2,891	3,400	3,800
Depreciation	700	460	700	750
Conferences and				
Fee Payments	6,400	5,530	6,000	4,500
Donation to J. H. Stewart				
Reid Fund	4,850	4,853	4,853	—
Financial Assistance to				
Regional and Pro-				
vincial groups	—	—	—	26,000
Excess of Revenue over				
Expenses	(- 600)	2,148	4,022	(- 33,750)
	<u>130,850</u>	<u>94,659</u>	<u>130,000</u>	<u>139,000</u>

REPORT OF THE *BULLETIN* EDITOR

At the end of one year's duties as editor of the *Bulletin* I am taking this opportunity to present a brief report. Though the editorship has proven on more than one occasion to be a rather onerous task, I think that the decision to place the editing of both *Bulletin* and *Newsletter* in the hands of the central office staff has proven to be a very sound one. Initial problems attendant upon a change in editor and printer have been resolved and the entire operation now is a relatively smooth one. Although I have made no radical departures, there have been a few modest alterations in format which I hope are generally regarded as improvements.

Circulation

Volume 15 of the *Bulletin* has appeared four times and the circulation has been steady at 11,500 per number, up from the average circulation last year of slightly more than 10,000 copies. The size of the *Bulletin* has increased more than 20% this year, the four issues averaging 100 pages as compared with an average of 78 pages for the four issues of the preceding Volume 14. The *Newsletter* has appeared five times this year, as compared with four issues in the previous year, and has averaged 11,000 copies per issue.

Costs

This year, the net cost to the Association for the printing and distribution of the *Bulletin* and *Newsletter* will come to about \$14,000, an increase of some \$500 over the previous year. The increase in cost is more significant than appears from this figure, since five numbers of the *Bulletin* were published last year as compared with the regular four numbers this year. The higher cost reflects the expanded size and circulation of the *Bulletin* as well as steadily increasing charges for printing and distribution. Although the cost of the *Bulletin* and *Newsletter* represents a significant charge against the Association's annual budget, I remain convinced that the value received fully justifies the cost.

In order to increase revenue derived from the *Bulletin* and thereby reduce its net cost to the Association, I have recommended, and the Executive and Finance Committee has approved, increases in individual subscription rates and in commercial advertising rates for the *Bulletin*. With the first number of Volume 16, the individual subscription price of

the *Bulletin* will be increased from \$2 to \$5 per annum. Since the great majority of subscriptions to the *Bulletin* are paid through membership fees, this will not produce any significant increase in revenues. However, the new subscription price will reflect more accurately the cost of the *Bulletin* and bring it into line with subscription rates for comparable journals.

At the same time there will be an increase of approximately 15% in the rates charged for commercial advertising in the *Bulletin*. This will bring our advertising rates into line with current rates for similar journals and it is hoped that, in combination with greater effort to secure additional advertising, the increase will produce more revenue from advertising than the \$2,000 received this year.

In addition, the Executive and Finance Committee has also approved my recommendation that we institute a charge for placing Notices of Academic Positions Vacant in the *Bulletin* and *Newsletter*. Until now, these notices have been carried free of charge as a service to the Canadian university community. However, their number has grown very markedly in recent years and continues to increase; and the task of handling them has become somewhat burdensome to the central office staff. Therefore, I decided that the Association should begin to levy a charge for publishing such notices. Because the central office staff is not well equipped to handle the growing volume of work connected with the publishing of academic positions vacant, even when charges are instituted, this aspect of the Association's activities will need to be scrutinized carefully at frequent intervals.

Distribution

The distribution of the *Bulletin* and *Newsletter* continues to rate as one of the most vexing problems facing the editor. Among my first proposals upon assuming the editorship of the *Bulletin* was one for the establishment of a system of direct mailing to replace the present system of bulk mailing. My proposal was approved in principle by the Executive and Finance Committee; but a subsequent poll of local associations produced a majority response in favour of continuing the present system. As a result, the proposal to introduce direct mailing was abandoned and the budgetary provision in this year's estimates for the costs of introducing direct mailing was used instead to increase the size of the *Bulletin* and to print an additional number of the *Newsletter*.

Once again I wish to express publicly my sincerest thanks to local association secretaries and other colleagues who bear the burden of

responsibility for local distribution of *Bulletins* and *Newsletters*. While our present system of bulk-mailing is less expensive, it is inherently cumbersome and inefficient; and only the conscientious efforts of those responsible for local distribution prevent even more frequent delays and mistakes than there are.

At the same time, I must record my continuing frustration over the delays in distribution which do occur. At a cost of some wear on the editor's nerves, the *Bulletin* appears regularly. It leaves the printer during the fourth week of each of the months of October, December, February, and April. Unfortunately, in some cases members receive their copies long after these dates. It is disturbing to visit a local campus in late February and learn that the December *Bulletin* has not been distributed; it is even more disturbing to learn that the April *Bulletin* is sometimes distributed the following fall. There is little point spending hundreds of dollars printing *Bulletins* which are not distributed at all or which are distributed so late that they produce more annoyance than interest among those receiving them. As long as the system of bulk mailing is retained, I expect that we shall have these problems. I can only repeat my earnest request that greater efforts be made to reduce their incidence.

The value of the *Bulletin* cannot be measured with any accuracy. Though a vital part of the Association's activities, its effectiveness is not directly measurable. Certainly, there remains much room for continued improvement. In my view, the *Bulletin* remains too much of a "house organ" and does not devote enough space to critical analysis of matters of concern to the broad Canadian university community. In the view of others, the *Bulletin* contains too many long articles and reviews and not enough items of news and information. Probably both criticisms, and others as well, are valid.

Certainly the *Bulletin* is written by too few people. It is also, and probably for this reason, read by too few people. One of the wry ironies I might report is my impression that the *Bulletin* is read more carefully by university administrators than it is by faculty. I am always pleased to learn that our colleagues who are presidents and deans are close readers of the Association's main publication; I would be equally pleased to learn that more faculty members also read it with care.

Any comments and suggestions for improving the publication and distribution of both *Bulletin* and *Newsletter* will be most welcome.

Edward J. MONAHAN,
"Bulletin" Editor.

June 1, 1967

J. H. STEWART REID MEMORIAL TRUST FUND

The assets of this Trust Fund, as at June 1, 1967, amounted to \$28,560.74. This represents a very encouraging gain of \$11,516.18 since May 30, 1966, on which date I submitted the last annual report. It should be explained at once that this big step forward was due to rather special circumstances.

C.A.U.T. itself paid into the Fund during the past year a second installment of \$2,500 which had been promised earlier. Another special donation came about through the decision of A.U.C.C. and C.A.U.T. to contribute to the Trust Fund proceeds from the sale of the Duff-Berdahl report on *University Government in Canada*. Since Stewart Reid had been the original proposer of the commission and had been the prime mover in all the early arrangements, this decision seemed most peculiarly appropriate and gratifying. Each of the two sponsors of the commissioned study contributed \$2,352.72, or its half of the proceeds of the sale. Interest on invested capital, contributions from Faculty Associations and from individual members of C.A.U.T. account for the rest of the increase of the past year.

In December 1966 the E and F Committee of C.A.U.T. appointed Gideon Rosenbluth, Donald Rowat and Jacques Saint-Pierre to organize a "second campaign" for contributions to the Fund. With the co-operation of the Editor of the *Bulletin* Don Rowat, as committee chairman, issued an appeal in successive numbers of the *Bulletin* inviting support in an effort to reach the original goal of \$50,000 by gift and/or pledges to be honored over a period of years. Eighty-three individuals have responded to the new appeal. Two Faculty Associations have sent cheques and a number of others have made pledges. Two of the pledges are substantial and when paid will bring the Fund over the \$30,000 mark. This is, of course, encouraging, but for several important reasons we must make every effort to reach the announced goal quickly.

The Trustees of the Fund had hoped that we might offer an award for the first time in 1967, but later reluctantly concluded that this should not be done. The Declaration of Trust which was executed when the Trust was established specifies that awards will be made "out of the income and the income only". The amount of such income in 1967 would not have made an award large enough to be worthy of either

Stewart Reid or C.A.U.T. We will then wait and hope that we may very quickly reach that point where an award will be possible at a level which will not be humiliating. Incidentally, it should be noted that all money contributed to date has been left to accumulate. Not one cent has been paid for administration or for soliciting donations. All expenses have been paid by C.A.U.T.

The Taxation Division of the Department of National Revenue in June 1965 extended for a period of two years the time during which contributions to the Fund would be recognized as charitable donations for the purposes of the Income Tax Act. An application has been filed requesting an extension of the period. It is hoped that a perpetual dispensation may eventually be arranged. This, of course, applies to individual contributions and not those made by Faculty Associations or other groups.

With the consent of other members of the Trust Committee, the vacancy created by the death of Vernon Fowke has been filled by the appointment of Professor F. W. P. Jones, of the Faculty of Business Administration of the University of Western Ontario. Professor Jones, who is particularly well qualified to advise on investments, will serve on the Investment Committee.

A year ago I offered to resign as Trustee of this Fund in order to permit a reorganization of the Trust Committee and a revision of the Declaration of Trust. Other members of the Committee urged me to continue and I have agreed to remain for the present. I would like to express gratitude for the work of the Second Campaign Committee and to the Administrative Officers of C.A.U.T. May I close this report with the fervent wish that one year from now we may find ourselves much closer to the \$50,000 goal which still remains our objective.

Robert W. TORRENS,
Trustee,
J. H. Stewart Reid Memorial Trust Fund.

REPORT OF THE SALARY COMMITTEE

June 1967

In my report to the December Council meeting (printed in the February 1967 C.A.U.T./A.C.P.U. *Bulletin*) I looked at recent increases in salaries and changes in numbers of persons on staff in Canadian universities. Now I want to examine what has happened to salary differentials among ranks and also what has happened to the distribution of staff by rank.

Salary Differentials

The first chart and Table 1 (p. 31 and p. 34) show the historical trend over the past 30 years in the salaries at various ranks as a percentage of the median full professors salary. These compare rates of growth in salaries. For example, between 1952 and 1963 the curve for associate professors generally declined. This means that median salaries of full professors were increasing faster than associate professor salaries.

Chart 1 can be divided into four phases. Between 1937 and 1944 there was virtual stability in the relative earnings in different ranks. From then up to 1952 all ranks gained in relation to full professors, that is, their salaries grew much faster. In this second period, there appears to have been some closing of the gap between assistant and associate professors.

From 1952 to 1963 the median salaries of full professors grew more rapidly than all other ranks. Both associate and assistant professors lost more than had been gained. Lecturers and instructors narrowed the gap between themselves and associate professors. Since 1963 the differentials appear to have levelled off.

This pattern of changes in relative earnings was almost identical to the developments in the United States. The peak for other ranks in relation to full professors may have been reached earlier in the United States than Canada (A.A.U.P. *Bulletin*, Summer 1965, figure 3, p. 254).

Table 2 shows relative earnings by rank at 44 universities and colleges in Canada over the past three years. The data used in Table 2 are not exactly comparable with Table 1. Table 2 uses arithmetic means whereas Table 1 is based on medians. Secondly, Table 2

generally relates the salary of lower ranks to the salary of "other full professors" excluding department heads. The inclusion of department heads raises the average salary for full professors thereby lowering the relative figures for other ranks.

Most salary differentials among ranks lie within a relatively narrow range. For associate professors over half the universities showed averages between 78 and 82 per cent of full professors' salaries. In half of the universities assistant professors' salaries fell between 61 and 65 per cent of the salaries of full professors. For lecturers (the rank below assistants) well over half the universities had averages between 51 and 55 per cent.

Casual inspection of the data does not reveal any definite trend in the relative salaries by ranks during the past three years—some have gained in relation to full professors and some have lost. There also do not appear to be any patterns for differences among provinces or between large and small universities.

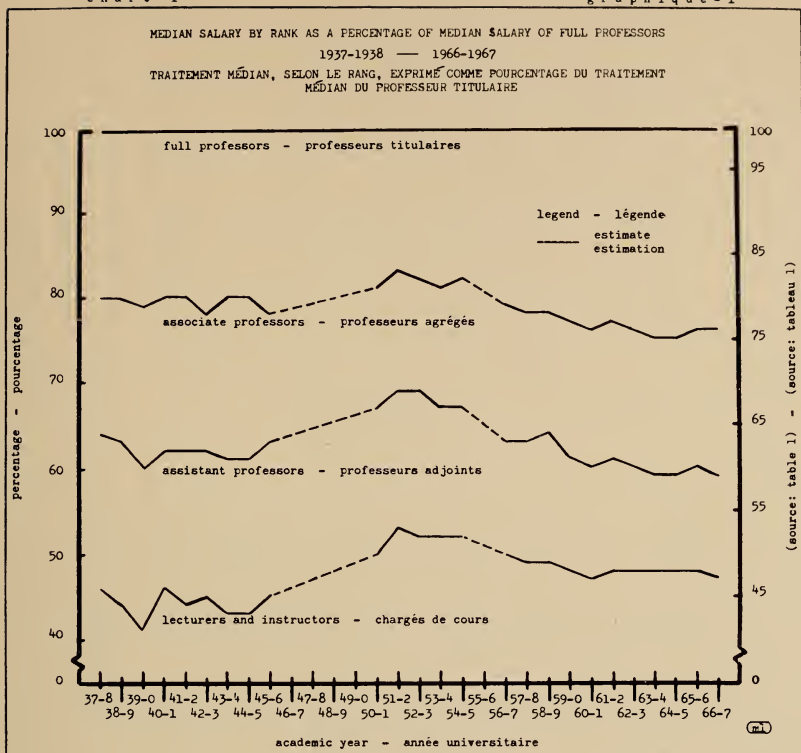
Distribution of Staff by Rank

Chart 2 and Table 3 show the distribution of staff by rank among 17 Canadian universities between 1937 and 1966. The most significant developments are the sharp declines in the percentages in the full professor and lecturer categories. Offsetting these were the steady increases in assistant and associate professors. The striking change in staff structure can be seen in Figure 1 which compares 1937 and 1966.

FIGURE 1. Percentage Distribution of Staff

	1937	1966
Professor	37	21
Associate Professor	14	26
Assistant Professor	19	34
Lecturer and Instructor	24	15

The historical material would seem to indicate that the entry level for universities is now the assistant professor level not that of lecturer or instructor. Although the data presented later for individual universities still contain some cases where the percentage of lecturers exceeds that of assistant professors, the general pattern is similar to that for the average of the 17 universities.



The impact of the change in staff structure on the total salary bill can be found by multiplying the average salary in a particular year by the staff percentage distribution of another year. If we compare the actual salary bill in 1966 with the salary bill that would have resulted if the structure were that of 1937 we find that the total bill would have been virtually the same. The salary pie has merely been sliced differently but has not been changed significantly by the shifts in structure (see Figure 2).

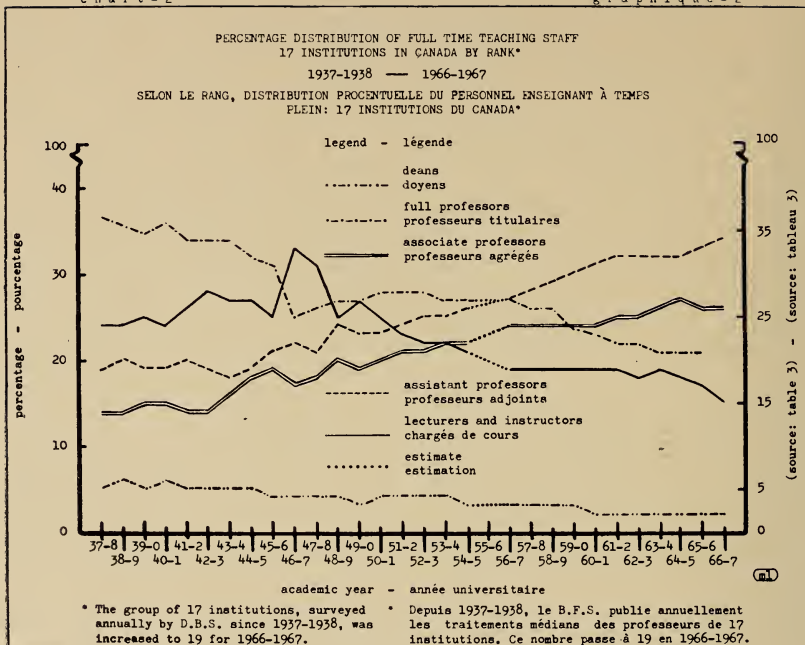
FIGURE 2. Comparison of actual salary bill in 1966 with estimated bill using 1966 salaries and 1937 staff structure

Actual 1966

Full	Assoc.	Asst.	Lec.
------	--------	-------	------

Estimated 1966 using
1937 staff structure

Full	Assoc.	Asst.	Lec.
------	--------	-------	------



Another observation can be made based on the salary and staff structures. In spite of the tremendous increase in the proportion of staff in the assistant and associate professor categories in the last decade, their salaries relative to full professors continued to decline. This may imply that relative to full professor, more persons were available to become assistant and associate professors.

The changes in distribution of staff by rank at various universities and colleges in Canada are shown in Table 4. There is a much greater variation in the staffing structure of universities than in the salary structure. For example, the percentage of professors ranges from 29 at the University of Toronto to 7 per cent at Sir George Williams, Lakehead and Loyola, and 5 per cent at St. John's and St. Paul's Colleges. The University of Alberta has the highest percentage of associate professors, 36 compared with 10 per cent at Bishop's and United College. The newer universities such as Brock, Lakehead and Simon Fraser have relatively low full and associate professor percentages.

A much wider variation among schools occurs at the assistant professor level — from above 50 per cent to below 20 per cent. The

largest range is at the lecturer level—from above 50 per cent to 1 per cent. As was mentioned above, the general pattern is similar to that for 17 universities shown in Figure 1, namely an increasing percentage as one moves down the ranks to the assistant level, then a much smaller percentage of lecturers.

As a final word, I would like to thank Mr. Ralph Mitchener of the Education Division, D.B.S., for his assistance in providing the latest available data.

Noah M. MELTZ,
Chairman, Salary Committee.

University of Toronto, June 9, 1967.

TABLE 1
SALARY DIFFERENTIALS AT 17 UNIVERSITIES IN CANADA 1937-38 TO 1966-67
SALARY BY RANK AS A PERCENTAGE OF MEDIAN SALARY OF FULL PROFESSORS

Year	Full Professor Salary	Professor Per cent	Associate Prof.	Assistant Prof.	Lecturers Instruct.	No.
1937-38	4340	100	80	64	46	1
1938-39	4375	100	80	63	44	2
1939-40	4569	100	79	60	41	3
1940-41	4496	100	80	62	46	4
1941-42	4517	100	80	62	44	5
1942-43	4600	100	78	62	45	6
1943-44	4653	100	80	61	43	7
1944-45	4700	100	80	61	43	8
1945-46	4788	100	78	63	45	9
1946-47	n.a.					10
1947-48	n.a.					11
1948-49	n.a.					12
1949-50	n.a.					13
1950-51	5715	100	81	67	50	14
1951-52	6336	100	83	69	53	15
1952-53	6431	100	82	69	52	16
1953-54	7023	100	81	67	52	17
1954-55	7250	100	82	67	52	18
1955-56	n.a.					19
1956-57	8171	100	79	63	50	20
1957-58	9317	100	78	63	49	21
1958-59	10473	100	78	64	49	22
1959-60	11591	100	77	61	48	23
1960-61	12304	100	76	60	47	24
1961-62	12619	100	77	61	48	25
1962-63	12972	100	76	60	48	26
1963-64	13457	100	75	59	48	27
1964-65	14163	100	75	59	48	28
1965-66	14981	100	76	60	48	29
1966-67	16201	100	76	59	47	30

Source : D.B.S., Salaries and Qualifications of Teachers in Universities and Colleges, 1966-67, Table 5, pp. 14-15.
(# 81-203)

n.a. not available

TABLE 2

SALARY DIFFERENTIALS 1964-65 TO 1966-67

SALARY BY RANK AS A PERCENTAGE OF AVERAGE SALARY OF FULL PROFESSORS
(excluding Department Heads unless otherwise noted)

	Associate Prof. 1964	Associate Prof. 1965	Associate Prof. 1966	Assistant Prof. 1964	Assistant Prof. 1965	Assistant Prof. 1966	Rank immediately Assist't Prof. 1964	Rank immediately Assist't Prof. 1965	Rank immediately Assist't Prof. 1966	Next 1964	Lower 1965	Rank 1966
NEWFOUNDLAND												
Memorial University	86	88	88	71	71	71	60	58	56	—	52	—
PR. EDWARD ISLAND												
Pt. of Wales College												
St. Dunstan's University												
NOVA SCOTIA												
Acadia University	n.a.	86	n.a.	n.a.	66	n.a.	n.a.	58	n.a.	—	—	—
Dalhousie University	78	77	77 ^a	63	63	64 ^a	51	49	49 ^a	—	—	—
University of King's College												
Mt. St. Vincent University												
N.S. Technical College	80	80 ^a	80	65	66 ^a	67	55	52 ^a	54	—	—	—
St. Francis Xavier	n.a.	82	81 ^a	n.a.	66	58 ^a	n.a.	53	46 ^a	—	—	—
St. Mary's University												
NEW BRUNSWICK												
Université de Moncton	n.a.	n.a.	78 ^a	n.a.	n.a.	68 ^a	n.a.	n.a.	53 ^a	—	—	—
Mt. Allison University	87	90	85	72	73	72	60	66	57	—	55	—
University of New Brunswick	87	79	79	66	63	63	51	52	53	—	44	46
QUEBEC												
Bishop's University	n.a.	79 ^a	79 ^a	n.a.	61 ^a	60 ^a	n.a.	55 ^a	52 ^a	—	—	—
École des Hautes Études comm.												
Collège Jean-de-Brébeuf												
Université Laval	n.a.	82 ^a	84	n.a.	67 ^a	69	n.a.	59 ^a	56	n.a.	54 ^a	—
Loyola College	n.a.	78	73	n.a.	63	56	n.a.	52	46	n.a.	40	33
McGill University	78	79	80	60	60	60	47	48	48	—	—	—
Université de Montréal												
École Polytechnique												
Collège Sainte-Marie												
Université de Sherbrooke												
Sir Geo. Wms. University	76	76	80	60	61	64	51	53	52	—	46	46
ONTARIO												
Brock University	n.a.	85 ^a	85	n.a.	63 ^a	65	50 ^a	53	52	—	—	—
Carleton University	84	80 ^a	79	64	63 ^a	62	54	54 ^a	50	—	46	46
University of Guelph	84	85	83	67	63	64	52	49	50	—	43	43
Huron College												

TABLE 2 (continued)

	Associate Prof.		Assis't Prof.		Rank immediately below Assistant Prof.		Next Lower Rank	
	1964	1965	1964	1965	1964	1965	1964	1965
Lakehead University	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	—	—
Laurentian U. of Sudbury	82	82 ^a	66 ^a	61 ^a	51 ^a	42 ^a	—	—
McMaster University	n.a.	77	61 ^a	60	51 ^a	43 ^a	—	—
Osgoode Hall Law School	74	75	59	59	48	40	—	—
University of Ottawa	82	84	65	65	52	—	—	—
Queen's University at Kingston	75	72	63	58	44	—	—	—
R.M.C. of Canada	76	81	66	64	51	—	—	—
University of St. Michael's Coll.	—	—	—	—	—	—	—	—
University of Toronto	74	74	60	58	48	37	—	—
Trent University	—	80 ^a	62 ^a	—	50 ^a	—	—	—
Trinity College	—	—	—	—	—	—	—	—
Victoria University	81	78	63	63	50	—	—	—
University of Waterloo	84	74 ^a	62	60 ^a	47	—	—	—
Waterloo Lutheran University	78	71 ^a	57 ^a	54	48 ^a	38 ^a	—	—
University of Western Ontario	80	78	53	64	53	40 ^a	—	—
University of Windsor	85	85	68	n.a.	58	51	—	—
York University	77 ^a	82 ^a	65 ^a	61 ^a	52 ^a	44 ^a	—	—
MANITOBA								
Brandon College	n.a.	85 ^a	n.a.	60 ^a	57 ^a	—	—	—
University of Manitoba	81	82	61	63	51	—	—	—
St. John's College	—	—	—	—	—	—	—	—
St. Paul's College	—	—	—	—	—	—	—	—
United College	75	76 ^a	59	57 ^a	49 ^a	—	—	—
SASKATCHEWAN								
University of Saskatchewan	A	83	80	66	58	55	50	45 A
	B	83	77	65	54	49	50	44 B
ALBERTA								
University of Alberta	81	83	63	63	48	45	—	—
University of Calgary	n.a.	85	n.a.	65	54	n.a.	—	—
BRITISH COLUMBIA								
University of British Columbia	77	79	61	62	52	52	—	47
Noire Dame U. of Nelson	—	84	—	—	—	—	—	—
Simon Fraser University	—	80	59	59	50	55	—	46
University of Victoria	74	76	—	—	—	—	—	—

^a Based on all Full Prof. Salaries
n.a. not available

A Excludes Clinical Medical Staff
*
B Includes Clinical Medical Staff

Source : 1964-65 C.A.U.T. Bulletin, Jan. 1965, Table 1, p. 46 and pp. 55-64; 1965-66 C.A.U.T. Bulletin, Feb. 1966, Table 1, pp. 16-17 and pp. 24-30; 1966-67 C.A.U.T. Bulletin, Feb. 1967, Table 4, pp. 16-17 and pp. 21-30

TABLE 3
PERCENTAGE DISTRIBUTION OF FULL TIME TEACHING STAFF
17 INSTITUTIONS IN CANADA, BY RANK 1937-38 TO 1966-67

Year		100% all Staff	Deans	Full Prof.	Assoc. Prof.	Assist. Prof.	Lect. Inst.	Total No. of Staff	No.					
1937-38	no. %	100	5	72	37	503	14	199	267	19	24	335	1376	1
1938-39	no. %	100	6	85	36	505	14	198	283	20	24	342	1413	2
1939-40	no. %	100	5	73	35	493	15	208	264	19	25	354	1392	3
1940-41	no. %	100	6	77	36	507	15	202	266	19	24	341	1393	4
1941-42	no. %	100	5	74	34	488	14	203	279	20	26	373	1417	5
1942-43	no. %	100	5	69	34	482	14	201	278	19	28	396	1426	6
1943-44	no. %	100	5	75	34	494	16	227	264	18	27	387	1447	7
1944-45	no. %	100	5	73	32	490	18	271	291	19	27	421	1546	8
1945-46	no. %	100	4	76	31	564	19	352	382	21	25	464	1838	9
1946-47	no. %	100	4	84	25	600	17	396	574	22	33	787	2381	10
1947-48	no. %	100	4	84	26	593	18	420	490	21	31	701	2290	11
1948-49	no. %	100	4	85	27	644	20	461	575	24	25	591	2361	12
1949-50	no. %	100	3	81	27	676	19	477	577	23	27	669	2480	13
1950-51	no. %	100	4	91	28	672	20	488	565	23	25	618	2434	14
1951-52	no. %	100	4	90	28	689	21	509	590	24	23	569	2447	15
1952-53	no. %	100	4	94	28	690	21	520	633	25	22	548	2485	16

TABLE 3 (continued)

Year	100% all Staff	Deans	Full Prof.	Assoc. Prof.	Assist. Prof.	Lect. Inst.	Total No. of Staff	No.		
1953-54	no. %	4	92	27	695	566	22	576	2589	17
1954-55	no. %	3	87	27	736	584	22	578	2691	18
1955-56	no. %				n.a.	n.a.		n.a.		19
1956-57	no. %	3	89	27	796	714	24	786	2941	20
1957-58	no. %	3	93	26	831	759	24	866	3137	21
1958-59	no. %	3	97	26	868	824	24	984	3421	22
1959-60	no. %	3	97	24	920	930	24	1166	3870	23
1960-61	no. %	2	98	23	940	994	24	1298	4138	24
1961-62	no. %	2	102	22	987	1138	25	1449	4557	25
1962-63	no. %	2	107	22	1087	1275	25	1601	5016	26
1963-64	no. %	2	109	21	1169	1450	26	1796	5567	27
1964-65	no. %	2	129	21	1299	1683	27	2006	6274	28
1965-66	no. %	2	134	21	1476	1851	26	2367	7074	29
1966-67	no. %	2	144	21	1701	2133	26	2775	8066	30

Source : D.B.S., Salaries and Qualifications of Teachers in Universities and Colleges, 1966-67, Table 6, pp. 16-17.
(# 81-203)

(1) includes 2 ungraded professors not included elsewhere.
(2) includes 22 ungraded professors not included elsewhere.
(3) includes 23 ungraded professors not included elsewhere.
(4) includes 11 ungraded professors not included elsewhere.
(5) includes 23 ungraded professors not included elsewhere.

(6) includes 13 ungraded professors not included elsewhere.
(7) includes 26 ungraded professors not included elsewhere.
(8) includes 36 ungraded professors not included elsewhere.
(9) includes 64 ungraded professors not included elsewhere.
n.a. : not available.

TABLE 4-a

PERCENTAGE DISTRIBUTION OF STAFF BY RANK : professors, associates
and assistants — 1964-65 to 1966-67^D

	Professors (inc. Dept. Heads)		Assoc. Professors		Assist. Professors	
	1964-65	1965-66	1964-65	1965-66	1964-65	1965-66
Newfoundland						
Memorial University	No. 14	17	19	20	25	25
	% 14	11	10	20	15	21
					41	41
					50	66
					41	40
					78	78
Pr. Edward Island						
Pr. of Wales Coll.	No. —	—	—	—	—	7
	% —	—	—	—	—	18
					—	18
St. Dunstan's University						
	No. —	—	2	—	—	2
	% —	—	10	—	—	10
					—	60
Nova Scotia						
Acadia University	No. —	24	n.a.	—	24	31
	% —	28	n.a.	—	28	36
					n.a.	n.a.
Dalhousie University						
	No. 48	56	55	36	44	52
	% 27	25	21	20	20	20
					44	44
					44	46
N.S. Technical College						
	No. 6	9	9	7	9	13
	% 15	18	18	17	18	25
					59	43
					21	41
St. Francis Xavier						
	No. *8	9	11	21	20	22
	% 12	13	11	30	29	23
					25	27
					31	31
St. Mary's University						
	No. 2	2	—	24	25	26
	% 4	4	—	47	45	39
					25	41
					42	42
New Brunswick						
Université de Moncton	No. —	—	5	—	—	8
	% —	—	10	—	—	17
					—	38

TABLE 4-a (continued)

New Brunswick (continued)		Professors (inc. Dept. Heads) 1964-65 1965-66		1966-67		Assoc. Professors 1964-65 1965-66		1966-67		Assist. Professors 1964-65 1965-66		1966-67	
Mt. Allison University	No.	20	19	20	20	10	10	10	14	26	33	33	36
	%	23	20	21	21	11	11	15	30	35	35	38	38
University of N.B.	No.	35	35	43	43	49	61	67	67	63	68	83	83
	%	19	17	17	17	27	29	26	35	33	33	33	33
Quebec													
Bishop's University	No.	10	12	10	10	8	5	6	9	16	16	29	29
	%	24	24	17	17	20	10	10	22	33	33	48	48
École des Hautes Études commerciales													
no information													
Jean-de-Brébeuf													
no information													
Université Laval	No.	114	126	129	129	85	98	129	118	178	246	246	246
	%	28	22	21	21	21	17	21	29	31	39	39	39
Loyola College	No.	7	9	11	11	18	24	31	36	46	58	58	58
	%	8	8	7	7	20	20	21	39	39	39	39	39
McGill University	No.	146	150	180	180	206	219	233	224	266	275	275	275
	%	21	19	21	21	29	28	28	31	34	33	33	33
Université de Montréal	No.	61	67	n.a.	n.a.	83	99	n.a.	117	147	n.a.	n.a.	n.a.
	%	16	15			21	21	n.a.	33	32			
École Polytechnique													
no information													

TABLE 4-a (continued)

Quebec (continued)		Professors (inc. Dept. Heads) 1964-65		1965-66		1966-67		Assoc. Professors 1964-65		1965-66		1966-67		Assist. Professors 1964-65		1965-66		1966-67	
Université de Sherbrooke ^b		No.	1	—	—	—	—	8	17	—	—	—	—	66	52	—	—	—	—
		%	1					6	14					52	44				
Sir Geo. Wms. University		No.	13	13	15			19	29	39				64	87	114			
		%	11	8	7			16	19	19				53	57	56			
Ontario																			
Brock University		No.	—	4	9			—	8	8				—	4	15			
		%		16	16				32	14					16	26			
Carleton University		No.	19	29	36			45	47	53				56	84	103			
		%	13	16	17			31	25	25				39	45	48			
University of Guelph		No.	69	78	87			90	100	126				98	101	132			
		%	24	25	20			31	31	29				34	32	31			
Lakehead University		No.	2	2	6			7	10	13				8	19	36			
		%	6	5	7			23	23	15				26	44	42			
Laurentian of Sudbury		No.	2	4	10			4	6	11				22	17	39			
		%	4	8	12			9	12	13				48	33	45			
McMaster University		No.	49	63	77			60	71	81				78	107	127			
		%	22	22	24			27	25	25				35	37	39			
University of Ottawa		No.	42	51	63			64	78	84				66	90	118			
		%	17	18	18			26	27	24				27	31	34			
Queen's University		No.	83	99	104			86	91	104				122	150	178			
		%	24	26	24			25	24	24				35	39	41			

TABLE 4-a (continued)

Ontario (continued)															
	Professors (inc. Dept. Heads)		Assoc. Professors		Assist. Professors										
	1964-65	1965-66	1966-67	1964-65	1965-66	1966-67	1964-65	1965-66	1966-67	1964-65	1965-66	1966-67	1964-65	1965-66	1966-67
R.M.C. of Canada	No.	11	16	18	19	16	16	16	16	13	15	13	13	15	13
	%	15	21	24	26	21	22	22	22	18	20	18	18	20	18
University of Toronto	No.	259	301	347	239	278	338	338	338	243	269	303	243	269	303
	%	27	29	29	25	27	28	28	28	26	26	25	26	26	25
Trent University	No.	—	2	7	—	11	12	12	12	—	19	24	—	19	24
	%	—	5	14	—	28	24	24	24	—	49	47	—	49	47
University of Waterloo	No.	33	42	62	56	75	101	101	101	89	123	141	89	123	141
	%	15	14	17	26	25	28	28	28	41	41	39	41	41	39
Waterloo Lutheran U.	No.	11	9	10	17	23	28	28	28	19	28	29	19	28	29
	%	16	10	10	25	26	29	29	29	28	31	30	28	31	30
U. of Western Ontario	No.	88	124	123	87	116	126	126	126	131	155	177	131	155	177
	%	23	25	23	23	24	24	24	24	34	31	34	34	31	34
University of Windsor	No.	11	13	25	50	59	57	57	57	60	69	83	60	69	83
	%	7	8	13	32	35	29	29	29	38	40	42	38	40	42
York University	No.	13	23	24	11	28	36	36	36	26	44	70	26	44	70
	%	17	16	11	15	20	17	17	17	35	31	33	35	31	33
Manitoba															
Brandon College	No.	6	4	7	12	15	16	16	16	20	23	30	20	23	30
	%	13	8	12	26	29	27	27	27	43	44	50	43	44	50
University of Manitoba	No.	73	83	97	130	127	149	149	149	141	178	217	141	178	217
	%	17	18	17	31	27	26	26	26	33	38	38	33	38	38
St. John's College	No.	—	—	1	3	4	3	3	3	9	11	9	9	11	9
	%	—	—	5	16	21	15	15	15	47	58	45	47	58	45

TABLE 4-a (continued)

	Professors (inc. Dept. Heads)		Assoc. Professors		Assist. Professors	
	1964-65	1965-66	1966-67	1964-65	1965-66	1966-67
<i>Manitoba (continued)</i>						
St. Paul's College	No.	1	1	2	2	7
	%	8	5	15	11	54
United College	No.	8	8	9	9	15
	%	16	12	18	10	29
<i>Saskatchewan</i>						
A	No.	92	104	116	151	168
	%	17	17	25	28	32
U. of Saskatchewan **	No.	76	88	101	142	158
	%	16	15	26	28	33
<i>Alberta</i>						
University of Alberta	No.	129	131	153	267	315
	%	16	19	39	36	39
University of Calgary	No.	—	18	25	64	90
	%	—	9	—	31	—
<i>British Columbia</i>						
University of B.C.	No.	176	203	235	257	289
	%	18	19	21	26	35
no information						
<i>Notre Dame of Nelson</i>						
Simon Fraser University	No.			21	28	128
	%		8		11	51
University of Victoria	No.	14	14	19	41	53
	%	9	8	8	25	32

PERCENTAGE DISTRIBUTION OF STAFF BY RANK : rank below assistant,
next lower and total number of staff — 1964-65 to 1966-67 ^d

44

TABLE 4-b (continued)

		Rank below Assist.		Next Lower		Total No. of Staff	
New Brunswick (continued)		1964-65	1965-66	1966-67	1964-65	1965-66	1966-67
Mt. Allison University	No.	30	23	26	2	8	—
	%	34	24	27	2	8	—
University of N.B.	No.	32	40	49	2	5	13
	%	18	19	19	1	2	5
Québec							
Bishop's University	No.	14	16	15	—	—	—
	%	34	33	25	—	—	—
École des Hautes Études commerciales							
no information							
Jean-de-Brébeuf							
no information							
Université Laval	No.	96	154	119	—	8	—
	%	23	27	19	—	1	—
Loyola College	No.	24	28	34	4	10	13
	%	26	24	23	4	8	9
McGill University	No.	128	143	134	—	—	—
	%	18	18	16	—	—	—
Université de Montréal	No.	86	93	n.a.	31	44	n.a.
	%	24	20	n.a.	9	10	n.a.
École Polytechnique							
no information							

TABLE 4-b (continued)

		Rank below Assist.		Next Lower		Total No. of Staff ^c	
		1964-65	1965-66	1964-65	1965-66	1964-65	1965-66
Quebec (continued)							
Université de Sherbrooke ^b	No.	40	28	—	11	21	—
	%	32	24	—	9	18	—
Sir Geo. Wms. University	No.	16	14	19	6	10	11
	%	13	9	9	5	7	5
Ontario							
Brock University	No.	—	6	25	—	2	—
	%	—	24	44	—	8	—
Carleton University	No.	24	26	20	—	—	3
	%	17	14	9	—	—	1
University of Guelph	No.	20	25	67	12	14	17
	%	7	8	16	4	4	4
Lakehead University	No.	14	11	20	—	1	10
	%	45	26	24	—	2	12
Laurentian of Sudbury	No.	15	18	21	3	7	5
	%	33	35	24	7	13	6
McMaster University.	No.	27	36	29	9	9	8
	%	12	13	9	4	3	2
University of Ottawa	No.	75	70	80	—	—	—
	%	30	24	23	—	—	—
Queen's University	No.	43	37	40	11	10	1
	%	12	10	9	3	3	0

TABLE 4-b (continued)

	Rank below Assist.			1964-65	1965-66	1966-67	Next Lower		Total No. of Staff ^c	
	1964-65	1965-66	1966-67				1964-65	1965-66	1964-65	1965-66
Ontario (continued)										
R.M.C. of Canada	No.	30	28	27						
	%	41	37	36						
University of Toronto	No.	146	135	151	51	51	54			
	%	15	13	12	5	5	4			
Trent University	No.	—	6	8						
	%		15	16						
University of Waterloo	No.	37	57	60						
	%	17	19	16						
Waterloo Lutheran U.	No.	20	21	24		5	5			
	%	29	24	24		6	5			
U. of Western Ontario	No.	48	62	69	29	36	32			
	%	13	13	13	8	7	6			
University of Windsor	No.	33	30	33						
	%	21	18	17						
York University	No.	24	41	64	1	1	11			
	%	32	29	30	1	1	5			
Manitoba										
Brandon College	No.	9	10	7						
	%	19	19	12						
University of Manitoba	No.	82	86	106						
	%	19	18	19						
St. John's College	No.	6	3	6		1				
	%	32	16	30			5			

TABLE 4-b (continued)

		Rank below Assist.		Next Lower		Total No. of Staff ^c	
		1964-65	1965-66	1964-65	1965-66	1964-65	1965-66
Manitoba (continued)							
St. Paul's College	No.	3	9	10	2	13	20
	%	23	45	53	10	—	19
United College	No.	19	30	27	1	2	73
	%	37	45	37	2	3	51
Saskatchewan							
U. of Saskatchewan **	A	No.	49	55	58	87	103
	%	9	9	8	16	17	11
B	No.	36	49	50	87	102	76
	%	7	9	8	18	18	12
Alberta							
University of Alberta	No.	29	28	38	10	2	9
	%	4	4	5	1	0	1
University of Calgary	No.	—	4	2	—	6	15
	%	—	2	1	—	3	5
British Columbia							
University of B.C.	No.	97	101	75	105	104	107
	%	10	10	7	11	10	10
Noire Dame of Nelson							
no information							
Simon Fraser University	No.	—	—	70	—	—	252
	%	—	—	28	—	—	—
University of Victoria	No.	31	26	49	17	30	34
	%	19	14	20	11	16	14

n.a., not available

^c total includes others

* includes one dean

^d religious staff excluded

^A includes clinical medical staff
^B excludes clinical medical staff
 Source : C.A.U.T. Bulletin, Vol. 15, No. 3, February, 1967, pp. 14-15, table 3.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1967-68

As has been the case since 1961-62, the Dominion Bureau of Statistics has collected information on salary scales for university teachers for release in June, before the opening of the academic year. Unless otherwise noted, all scales have been reported as final. Institutions marked with an (*) below may have revised scales for 1967-68.

The institutions whose names are in *italics* below have increased minimum salaries for two or more ranks over their 1966-67 rates. Others may also have increased their scales but are reported for the first time this year (e.g. Lethbridge, Mount Saint Vincent, St. Thomas). L'Université de Sherbrooke, with no minimum stated for rank above that of assistant professor for either year, increased the maximums for the three professorial ranks for 1967-68. It will be noted that almost all the institutions included reported increases over 1966-67.

The highest minimums reported for 1966-67 were: full professor — \$15,225 (Universities of Alberta and Calgary); associate professor — \$11,500 (University of Saskatchewan); and assistant professor — \$9,000 (St. Francis Xavier University, Simon Fraser University, and the Universities of British Columbia and Victoria).

Based on data received by May 31, 1967, five universities equalled or exceeded these three minimums for 1967-68. Several other institutions had minimums equal to or above the 1966-67 highs for one or two of the professorial ranks (1 for full professors, 14 for associate professors, and 25 for assistant professors). Highest floors reported for 1967-68 were: \$16,600 for full professors and \$12,500 for associate professors at the Universities of Alberta, Calgary and Lethbridge; and \$9,500 for assistant professors at the University of King's College and the University of Western Ontario.

The institutions included are mainly those with membership in the Association of Universities and Colleges of Canada, the Canadian Association of University Business Officers, or with local staff associations affiliated with the Canadian Association of University Teachers. Most institutions having a preponderance of teachers in religious orders, or with no specific academic rank, are omitted.

Institutions are listed alphabetically in the following table. The *Summary Data* on pages 61-2 lists the institutions alphabetically according to province.

Page 51 :

Acadia University
University of Alberta
Bishop's University
Brandon University
University of British Columbia

Page 52 :

Brock University
University of Calgary
Carleton University
Dalhousie University
École des Hautes Études
commerciales de Montréal

Page 53 :

École Polytechnique
University of Guelph
Huron College
Collège Jean-de-Brébeuf
University of King's College
Lakehead University
Laurentian U. of Sudbury

Page 54 :

Université Laval
University of Lethbridge
Loyola College
The University of Manitoba
McGill University

Page 55 :

McMaster University
Memorial U. of Newfoundland
Université de Moncton
Université de Montréal
Mount Allison University
Mount Saint Vincent University
University of New Brunswick

Page 56 :

Notre Dame U. of Nelson
Nova Scotia Technical College
Osgoode Hall Law School
University of Ottawa
Prince of Wales College
Queen's U. at Kingston

Page 57 :

Royal Military College
St. Dunstan's University
St. Francis Xavier University
St. John's College
Saint Mary's University

Page 58 :

U. of St. Michael's College
St. Paul's College
St. Thomas University
University of Saskatchewan
Simon Fraser University

Page 59 :

Université de Sherbrooke
Sir George Williams University
University of Toronto
Trent University
University of Trinity College
University of Victoria (B.C.)

Page 60 :

University of Waterloo
Waterloo Lutheran University
The U. of Western Ontario
University of Windsor
University of Winnipeg
York University

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1967-68

(Source : Data supplied in May, 1967, to the Dominion Bureau of Statistics by the institutions listed)

Institutions	Deans	Full Professors			Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.				
Acadia University:							
Minimum	— none —		13,500		11,000		
Maximum			— none —				
Annual Increment			— none —				
University of Alberta:							
Minimum	none	17,100	16,600		12,500	Lecturer	
Maximum	none	none	none		16,550	6,725	
Annual Increment		550	550		550	8,950	
Bishop's University:							
Minimum	none	14,500	14,500		11,200	Lecturer	
Maximum	none	none	none		14,499	7,300	
Annual Increment			— none —			8,699	
Brandon University:							
Minimum	— not stated —		14,500		11,000	Lecturer	
Maximum	— not stated —		none		14,500	none	
Annual Increment			— increment not fixed —			8,500	
University of British Columbia:							
Minimum	none	15,200	15,200		11,300	Instructor II	Instructor I, Senior Instructor, Lecturer :
Maximum			— none —			7,500	no minimum, maximum
Annual Increment			— none —				or annual increment

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1967-68

(Source : Data supplied in May, 1967, to the Dominion Bureau of Statistics by the institutions listed)

Institutions	Deans	Full Professors			Assist. Profs.	Rank immedi- ately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.	Assoc. Profs.			
Brock University:							
Minimum	none	15,000	15,000	11,500	9,000	<i>Lecturer</i> 7,000	
Maximum				— none —			
Annual Increment		— none stated: all increments on merit basis —					
University of Calgary:							
Minimum	none	(6	16,600	12,500	9,000	<i>Instructor</i> 6,725	
Maximum	none	(6	none	16,550	12,450	8,950	
Annual Increment	— not stated —		550	550	500	400	
Carleton University:							
Minimum	— not stated —		15,000	11,300	9,000	<i>Lecturer</i> not stated	
Maximum				— none —			
Annual Increment				— none —			
Dalhousie University:							
Minimum	13,000	13,000	13,000	10,500	8,000		
Maximum			— none —				
Annual Increment		— no regular annual increment —					
École des Hautes Études commerciales de Montréal:							
Minimum	none		14,700	11,700	7,500	<i>Stagiaires</i> 6,000	
Maximum	none		17,850	13,500	11,600	6,900	
Annual Increment	none		350	300	300	300	

(6 Departmental honoraria ranging from \$500 to \$2,000 per annum are paid to department heads who may or may not have the rank of full professor.

École Polytechnique (Montréal):

Minimum	17,480	14,700	11,700	9,300	<i>Chargé d'enseignement</i> 7,300
Maximum	19,500	18,500	16,200	12,600	10,000
Annual Increment	none	350	300	300	300
University of Guelph:					<i>Lecturer</i> 7,500
Minimum	none	14,500	11,500	9,000	<i>Instructor</i> 6,500
Maximum		— none —			
Annual Increment		— variable —			

Huron College:

Minimum	13,500	13,500	10,500	8,500	<i>Lecturer</i> 6,500
Maximum		— none —			
Annual Increment		— none —			

Collège Jean-de-Brébeuf:

Minimum	— not stated —	11,250	9,500	7,525	<i>Chargé d'enseignement</i> 6,700
Maximum	— not stated —	12,650	12,100	10,900	9,450
Annual Increment	— not stated —	350	300	275 or 300	275

University of King's College:

Minimum	— not stated —	14,000	11,000	9,500	
Maximum	— not stated —		— none —		
Annual Increment	— not stated —		— variable —		

Lakehead University:

Minimum	none	15,300	11,800	9,300	<i>Lecturer</i> 7,700
Maximum	none	— none —			
Annual Increment	none	400	400	400	300

Laurentian University of Sudbury:

Minimum	14,780	14,100	10,900	8,780	<i>Lecturer</i> 7,100
Maximum	none	none	13,000	10,500	8,100
Annual Increment		— none —			<i>Instructor</i> 5,900 7,000

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1967-68

(Source: Data supplied in May, 1967, to the Dominion Bureau of Statistics by the institutions listed)

Institutions	Deans	Full Professors		Assoc. Profs.	Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.				
Université Laval:							
Minimum	(11)	(12)	12,470	10,460	<i>Prof. auxiliaires</i> 8,790	<i>Assistants</i> 6,750	
Maximum	(11)	(12)	18,030	14,660	12,580	8,000	
Annual Increment	500	500	500	300	250	600	
University of Lethbridge:							
Minimum	— no set scale	—	16,600	12,500	9,000	<i>Lecturer</i> 6,725	
Maximum	— no set scale	—	none	16,550	12,450	8,950	
Annual Increment	— no set scale	—	—	— not stated	—	—	
Loyola College:							
Minimum	none	none	14,700	11,400	9,200	<i>Lecturer</i> 7,400	<i>Instructor</i> 5,700
Maximum	—	—	— approximately 3%	— none	—	— not stated	—
Annual Increment	—	—	—	—	—	—	—
The University of Manitoba:							
Minimum	— no scale	—	15,200	11,600	9,000	<i>Lecturer</i> none	
Maximum	— no scale	—	none	20,500	12,000	9,200	
Annual Increment	— no scale	—	—	— none	—	—	
McGill University:							
Minimum	none	15,000	15,000	11,700	9,000	<i>Lecturer</i> 7,500	
Maximum	—	—	— none	—	—	—	
Annual Increment	none	400	400	400	360	300	

(11) Same scale as full professors, plus a supplement of \$2,000.

(12) Same scale as full professors, and possibly a supplement of \$500.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1967-68
 (Source: Data supplied in May, 1967, to the Dominion Bureau of Statistics by the institutions listed)

Institutions	Deans	Full Professors			Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.	Assoc. Profs.			
Notre Dame U. of Nelson (B.C.):							
Minimum	open	(7)	11,900	9,800	7,700	<i>Instructor</i>	6,300
Maximum			— none —				
Annual Increment			— none —				
Nova Scotia Technical College:							
Minimum	none	none	13,200	12,250	9,000	<i>Lecturer</i>	7,750
Maximum			— none —				
Annual Increment			— none —				
Osgoode Hall Law School:							
Minimum	none		15,000	11,200	9,100		
Maximum			— none —				
Annual Increment	none		— not automatic —				
University of Ottawa:							
Minimum	none	14,375	14,375	11,500	8,740	<i>Lecturer</i>	6,900
Maximum			— none —				
Annual Increment			— under review —				
Prince of Wales College: (4)							
Minimum	— not stated —		12,500	10,500	8,500	<i>Lecturer</i>	7,500
Maximum	— not stated —			— none —			
Annual Increment							
Queen's University at Kingston:							
Minimum	— not stated —		15,500	12,000	9,200	<i>Lecturer</i>	none
Maximum	— not stated —			— none —			
Annual Increment	— not stated —			— none —			

(7) Supplement of \$300.

(4) May have revised scales for 1967-68.

Royal Military College:

Minimum	16,750	16,000	15,250	10,700	9,000	<i>Lecturer</i>
Maximum	none	none	none	15,000	11,850	5,700
Annual Increment			— merit increments only			9,750

St. Dunstan's University:

Minimum	none	none	13,500	10,750	8,600	<i>Instructor</i>
Maximum	none	none	16,300	none	10,400	7,200
Annual Increment	— negotiated	—	350	350	300	7,800

St. Francis Xavier University:

Minimum	— not stated	—	14,050	11,350	9,000 (5	<i>Lecturer</i>
Maximum	— not stated	—	none	13,350	11,800 (5	6,800
Annual Increment	— not stated	—	350	350	300	7,500

St. John's College:

Minimum	none	16,200	15,200	11,600	9,000	<i>Lecturer</i>
Maximum	none	none	none	15,200	11,600	7,200
Annual Increment	none	200	200	200	200	<i>Special Lecturer and Instructor :</i>
						No scales or annual increments

Saint Mary's University:

Minimum	none	none	13,500	11,000	8,400	<i>Lecturer</i>
Maximum			— none	—		none
Annual Increment			— none	—		8,000

(5) Minimum and maximum for 12 month appointments. Minimum and maximum for 10 month appointments are 7,800 and 10,600.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1967-68

(Source: Data supplied in May, 1967, to the Dominion Bureau of Statistics by the institutions listed)

Institutions	Deans	Full Professors			Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.	Assoc. Profs.			
University of St. Michael's College:							
Minimum	none	15,200	15,200	11,300	9,200	Lecturer 7,500	Instructor none
Maximum				— none —			
Annual Increment	none			— unspecified —			none
St. Paul's College (Manitoba):							
Minimum	— not stated	—	15,200	11,600	9,000	Lecturer 7,500	
Maximum	— not stated	—	none	15,200	11,600	9,000	
Annual Increment	— not stated	—		— none —			
St. Thomas University:							
Minimum	— not stated	—	14,000	11,000	9,000	Lecturer none	
Maximum		— not stated				none	
Annual Increment	— not stated	—	— no definite increment			none	
University of Saskatchewan:							
Minimum	17,500		16,000	12,100	8,700	Lecturer 6,800	Instructor 6,400
Maximum	none		none	15,200	11,600	9,100	8,400
Annual Increment	none		none	(8	500	400	none
Simon Fraser University:							
Minimum	none	none	14,000	11,000	9,000	Instructor 7,000	
Maximum			— none —				
Annual Increment			— none —				

(8 The annual increment for associate professors is \$500 until the midpoint of the range is attained. The continuation of further regular increments is reviewed at this point.

Université de Sherbrooke:

Minimum	— none —	9,000	Chargé d'enseignement	7,000	Chargé de cours	7,000
Maximum	19,100	18,400		10,300		10,300
Annual Increment	425	425	15,400	325		325
	none					
	variable					

Sir George Williams University:

Minimum	none	15,000	11,000	8,500	Lecturer	Sessional Lecturer
Maximum	none	16,900	15,700	12,600	7,000	7,000
Annual Increment	— not stated —	1,200	1,000	800	9,300	not stated
					800	not stated

University of Toronto:

Minimum	15,200	11,300	9,200	Lecturer	Instructor
Maximum		— none —		7,500	no scale
Annual Increment		— none —			

Trent University:

Minimum	none	15,000	15,000	11,500	9,000	Lecturer
Maximum			— none —			7,100
Annual Increment			— Based on increase in scale plus service and merit —			

University of Trinity College:

Minimum	15,700	15,700	15,200	11,300	9,200	Lecturer
Maximum						7,500
Annual Increment						6,000
						Instructor
						varies within each rank and based upon ability
						varies within each rank and based upon ability

University of Victoria (B.C.):

Minimum	16,500	15,500	14,500	11,500	9,200	Instructor II
Maximum			— none —			Instructor I and Lecturer
Annual Increment			— (9 —			6,200

(9) Annual increments are based upon merit. The following amounts are used as guides and may be considered as "normal merit" increases: Associate—\$600 during first 3 years of service; Assistant—\$500; Instructors and Lecturers—\$400. The criterion for "normal merit" may vary at each rank and according to length of service in each rank.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1967-68
(Source : Data supplied in May, 1967, to the Dominion Bureau of Statistics by the institutions listed)

Institutions	Deans	Full Professors		Assoc. Profs.	Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.				
University of Waterloo:							
Minimum		15,600	15,000	11,000	8,500	Lecturer	6,500
Maximum			— none —				
Annual Increment			— Based on scale and merit —				
Waterloo Lutheran University:							
Minimum	18,000	no	14,250	11,000	8,600	Lecturer	7,000
Maximum	none	additional	none	14,150 (1)	10,700 (2)	8,750 (3)	none
Annual Increment	500	salary	400	350 (1)	300 (2)	250 (3)	none
The U. of Western Ontario:							
Minimum	none	15,000	15,000	11,500	9,500	Lecturer	7,500
Maximum			— none —				Instructor
Annual Increment			— none —				6,500
University of Windsor:							
Minimum	— not stated —	15,000	15,000	12,000	9,000	Lecturer	7,000
Maximum	— not stated —	none	none	15,500	12,500	9,500	
Annual Increment	— not stated —			— none —			
University of Winnipeg:							
Minimum	none	none	15,200	11,600	9,000	Lecturer	not stated
Maximum			— not stated —				
Annual Increment			— not stated —				
York University:							
Minimum	none	none	15,000	11,200	9,100	Lecturer	6,000
Maximum			— none —				
Annual Increment			— none —				

- (1) Maximum and increment for Associate Professors I. For II, maximum is \$14,000 and increment \$250.
 (2) Maximum and increment for Assistant Professors I. For II, maximum is \$10,400 and increment \$200.
 (3) Maximum and increment for Lecturers I. For II, maximum is \$8,500 and increment \$150.

ASSOCIATION NEWS — COMMUNICATIONS

1. CENTRAL OFFICE DIARY

CHRONIQUE DU SECRÉTARIAT

SEPTEMBER - DECEMBER 1967

DE SEPTEMBRE À DÉCEMBRE 1967

September 5-6 : Associate Executive Secretary to London, Ontario, representing C.A.U.T. at the 31st Annual Congress of the Canadian Union of Students.

September 5 : Executive Secretary at organization meeting of the Staff Association of Algonquin College, Ottawa.

September 6 : Executive Secretary to Regina for a visit with the Staff Association at the University of Saskatchewan, Regina Campus.

September 7-9 : Executive Secretary to Edmonton for a visit with the Staff Association at the University of Alberta and to attend a meeting of the Western Regional Group of Staff Associations.

September 12 : Executive Secretary to informal meeting in Ottawa of persons concerned with problems of copyright.

21 septembre : le chargé de recherches participe à Montréal à la réunion du comité d'étude de la besogne du professeur d'université.

September 24-29 : Executive Secretary to British Columbia for visits with member associations at the University of Victoria, U.B.C. and Simon Fraser.

September 30 - October 1 : Executive Secretary to Toronto for a meeting of the Committee on Academic Freedom and Tenure.

October 3-7 : Associate Executive Secretary visits the University of Lethbridge, the University of Calgary, and Notre Dame University of Nelson.

7-9 octobre : l'Association délègue le chargé de recherches à l'assemblée annuelle de l'Entraide universitaire mondiale du Canada (E.U.M.C. - W.U.S.C.).

10-12 octobre : le chargé de recherches représente l'Association à la réunion annuelle du Service universitaire canadien outre-mer (S.U.C.O. - C.U.S.O.).

October 14-15 : Professional staff and members of the Executive in Ottawa for regular meeting of the Executive and Finance Committee.

October 16-21 : Associate Executive Secretary to Nova Scotia for visits with member associations at Acadia, Dalhousie, Nova Scotia Tech., St. Mary's, and St. Francis Xavier.

October 27-28 : Executive and Associate Executive Secretary to Toronto for a Conference on University Government sponsored by the Department of Higher Education of the University of Toronto.

October 31 - November 2 : Executive and Associate Executive Secretary to Montreal for the Annual Meeting of the Association of Universities and Colleges of Canada.

November 6-11 : Executive Secretary to New Brunswick and Prince Edward Island for visits to member associations at U.N.B., Moncton, Mount Allison, St. Dunstan's and Prince of Wales.

November 24-26 : Professional staff and members of the Executive to Toronto for regular meeting of the Executive and Finance Committee and for the fall meeting of Council.

2. COMMITTEE ON ACADEMIC FREEDOM AND TENURE

COMITÉ DE LA LIBERTÉ UNIVERSITAIRE ET DE PERMANENCE DE L'EMPLOI

This Committee continues to handle a heavy burden of work on behalf of the Association. The case load of the Committee is steadily

increasing and stands presently at twelve active files. The Draft Policy Statement on Academic Appointments and Tenure was reviewed again by the Committee at a week-end meeting in September and another revision will be placed before the November meeting of Council.

Recently, the size of the Committee has been extended to ten and membership now includes Professors Mary McIlwraith Brian (Mathematics, Sir George Williams), R. Chambers (English, Trent), Harold Good (English, Queen's), D. S. Hart (Psychology, Memorial), André Morel (Law, Montréal), Margaret Prang (History, U.B.C.), L. M. Read (Religion, Carleton), F. Terentiuk (Education, Calgary), J. P. Smith (Executive Secretary), and J. B. Milner (Law, Toronto), Chairman.

3. C.A.U.T. BRIEF TO THE ROYAL COMMISSION ON SECURITY

MÉMOIRE À LA COMMISSION ROYALE SUR LA SÉCURITÉ

At the invitation of the Commission, the C.A.U.T. has prepared a brief for submission to the Royal Commission on Security. The brief expresses the continuing concern of the Association with questions of security and deals in particular with three areas of concern: police surveillance on university campuses, security clearance for scholars whose work involves them in dealing with classified material, and immigration procedures. The complete text of the Brief will be published in the December issue of the **Bulletin**.

4. I.A.U.P.L. - 14th UNIVERSITY CONFERENCE

14^e CONGRÈS UNIVERSITAIRE

Professors Laurie Gauvin (Laval) and Gideon Rosenbluth (U.B.C.) represented the C.A.U.T. at the 14th University Conference and International Seminar on the Status of University Teachers sponsored by the International Association of University Professors and Lecturers, held in Jerusalem and Haifa, September 17-24. Professor Gauvin, a member of the Executive of I.A.U.P.L., also attended Executive meetings held during this period.

5. ASSOCIATION OF CANADIAN FACULTIES OF DENTISTRY

L'ASSOCIATION DE FACULTÉS DENTAIRES DU CANADA

In order to stimulate dental education and research in Canada, the nine faculties of dentistry in Canadian universities have recently joined to form the Association of Canadian Faculties of Dentistry / L'Association de Facultés Dentaires du Canada. The Executive of the new Association consists of : J. W. Neilson (Manitoba), President, G. J. Parfitt (U.B.C.), Vice-President, A. T. Storey (Toronto), Secretary-Treasurer, J.-P. Lussier (Montréal), and W. J. Dunn (Western).

6. C.A.U.T. GROUP FLIGHTS TO EUROPE, SUMMER, 1968

VOLS DE GROUPE VERS L'EUROPE DURANT L'ÉTÉ 1968

Group Flights to Europe sponsored by the Association continue to increase in popularity and arrangements have been made with Finlay Travel Service to continue them again next summer. The tentative schedule for Group Flights, Summer 1968 is as follows :

		Leaves	Returns
Group # 1	Toronto/Montreal/London	May 7	June 30
Group # 2	“ “ “	May 25	Sept. 3
Group # 3	“ “ “	June 10	August 19
Group # 4	“ “ “	June 20	Sept. 3
Group # 5	“ “ “	July 4	August 15
Group # 6	“ “ “	July 8	Sept. 12
Group # 7	Montreal/Paris	June 27	August 15

Members interested in taking advantage of these flights are urged to make reservations at their earliest date in order to avoid disappointment. For further information and reservations, contact Finlay Travel Limited, 160 Bloor Street East, Toronto 5, Ontario. Tel (416) 921-5106.

**SUMMARY DATA ON UNIVERSITY TEACHER SALARY SCALE
MINIMUMS FOR FOUR ACADEMIC RANKS, BY INSTITUTION,
1967-68**

(Source : As reported to the Dominion Bureau of Statistics in May 1967)

**DONNÉES SOMMAIRES SUR L'ÉCHELLE DES TRAITEMENTS
MINIMUMS ACCORDÉS AUX PROFESSEURS D'UNIVERSITÉ,
QUATRE RANGS UNIVERSITAIRES, SUIVANT L'INSTITUTION,
1967-68**

(Source : Rapports fournis au Bureau fédéral de la statistique, mai 1967)

Province and Institution Province et institution	Full Professor Professeur titulaire	Associate Professor Professeur agrégé	Assistant Professor Professeur adjoint	The Rank Im- mediately Below Assistant Prof. Le rang immé- diatement en dessous de celui de prof. adjoint
	\$	\$	\$	\$
<i>Newfoundland — Terre-Neuve :</i>				
Memorial University	14,500	11,500	9,000	7,000
<i>Prince Edward Island</i>				
<i>Île-du-Prince-Édouard :</i>				
Prince of Wales College	12,500 (1)	10,500 (1)	8,500 (1)	7,500 (1)
St. Dunstan's University	13,500	10,750	8,600	7,200
<i>Nova Scotia — Nouvelle-Écosse :</i>				
Acadia University	13,500	11,000	8,500	
Dalhousie University	13,000	10,500	8,000	(2)
University of King's College ...	14,000	11,000	9,500	(2)
Mount Saint Vincent U.	12,000	10,000	8,000	6,250
N.S. Technical College	13,250	12,250	9,000	7,750
St. Francis Xavier University ...	14,050	11,350	9,000	6,800
St. Mary's University	13,500	11,000	8,400	(2)
<i>New Brunswick</i>				
<i>Nouveau-Brunswick :</i>				
Université de Moncton	14,000	11,000	8,500	6,500
Mount Allison University	(2)	(2)	(2)	(2)
University of New Brunswick ...	14,000	11,000	8,500	6,500
St. Thomas University	14,000	11,000	9,000	(2)
<i>Québec :</i>				
Bishop's University	14,500	11,200	8,700	7,300
École des Hautes Études com.	14,700	11,700	7,500	6,000
Collège Jean-de-Brébeuf	11,250	9,500	7,525	6,700
Université Laval	12,470	10,460	8,790	6,750
Loyola College	14,700	11,400	9,200	7,400
McGill University	15,000	11,700	9,000	7,500
Université de Montréal	14,700	11,700	9,000	6,000
École Polytechnique	14,700	11,700	9,300	7,300
Collège Sainte-Marie	12,000	10,000	7,400	6,200
Université de Sherbrooke	(2)	(2)	9,000	7,000
Sir George William University ..	15,000	11,000	8,500	7,000
<i>Ontario :</i>				
Brock University	15,000	11,500	9,000	7,000
Carleton University	15,000	11,300	9,000	(2)
University of Guelph	14,500	11,500	9,000	7,500
Huron College	13,500	10,500	8,500	6,500
Lakehead University	15,300	11,800	9,300	7,700

**SUMMARY DATA ON UNIVERSITY TEACHER SALARY SCALE
MINIMUMS FOR FOUR ACADEMIC RANKS, BY INSTITUTION,
1967-68**

(Source : As reported to the Dominion Bureau of Statistics in May 1967)

**DONNÉES SOMMAIRES SUR L'ÉCHELLE DES TRAITEMENTS
MINIMUMS ACCORDÉS AUX PROFESSEURS D'UNIVERSITÉ,
QUATRE RANGS UNIVERSITAIRES, SUIVANT L'INSTITUTION,
1967-68**

(Source : Rapports fournis au Bureau fédéral de la statistique, mai 1967)

Province and Institution — Province et institution	Full Professor — Professeur titulaire	Associate Professor — Professeur agrégé	Assistant Professor — Professeur adjoint	The Rank Im- mediately Below Assistant Prof. — Le rang immé- diatement en dessous de celui de prof. adjoint
	\$	\$	\$	\$
<i>Ontario (continued — suite):</i>				
Laurentian U. of Sudbury	14,100	10,900	8,780	7,100
McMaster University	15,000	11,500	9,000	7,000
Osgoode Hall Law School	15,000	11,200	9,100	
University of Ottawa	14,375	11,500	8,740	6,900
Queen's University at Kingston ..	15,500	12,000	9,200	(2
Royal Military Coll. of Canada ..	15,250	10,700	9,000	5,700
U. of St. Michael's College	15,200	11,300	9,200	7,500
University of Toronto	15,200	11,300	9,200	7,500
Trent University	15,000	11,500	9,000	7,100
Trinity College	15,200	11,300	9,200	7,500
Victoria University	15,200	11,300	9,200	7,500
University of Waterloo	15,000	11,000	8,500	6,500
Waterloo Lutheran University	14,250	11,000	8,600	7,000
U. of Western Ontario	15,000	11,500	9,500	7,500
University of Windsor	15,000	12,000	9,000	7,000
York University	15,000	11,200	9,100	6,000
<i>Manitoba :</i>				
Brandon University	14,500	11,000	8,500	(2
The University of Manitoba	15,200	11,600	9,000	(2
St. John's College	15,200	11,600	9,000	7,200
St. Paul's College	15,200	11,600	9,000	7,500
The University of Winnipeg	15,200	11,600	9,000	(2
<i>Saskatchewan :</i>				
University of Saskatchewan	16,000	12,100	8,700	6,800
<i>Alberta :</i>				
University of Alberta	16,600	12,500	9,000	6,725
University of Calgary	16,600	12,500	9,000	6,725
University of Lethbridge	16,600	12,500	9,000	6,725
<i>British Columbia</i>				
<i>Colombie-Britannique :</i>				
University of British Columbia ..	15,200	11,300	9,200	7,500
Notre Dame U. of Nelson	11,900	9,800	7,700	6,300
Simon Fraser University	14,000	11,000	9,000	7,000
University of Victoria	14,500	11,500	9,200	7,200

(1 Scales may be revised later in 1967. — Il est possible que les échelles soient révisées plus tard en 1967.

(2 No minimum stated. — Aucun minimum déclaré.

TRAITEMENTS DES PROFESSEURS : de 1964-1965 à 1967-1968

Le rapport bi-annuel¹ du comité des traitements de l'A.C.P.U. de l'année d'exercice écoulée traite en particulier de la hausse des traitements, du nombre et de la classe des professeurs, du rapport procentuel entre les traitements médians des divers rangs universitaires.

Le présent article étudie les traitements des professeurs au cours de la période 1964-1965 à 1967-1968 sous les aspects suivants :

- A. échelle minimale et traitement moyen;
- B. comparaison du niveau des traitements des professeurs à celui d'autres secteurs : fonction publique, ingénieurs, États-Unis.

A. ÉCHELLE MINIMALE et TRAITEMENT MOYEN

L'échelle minimale fournit un indice rapide de l'état général des traitements. À l'appendice, les *tableaux I à IV* indiquent le déplacement de l'échelle minimale, selon l'université, durant la période de 1964-1965 à 1967-1968. À des intervalles réguliers de \$500 (titulaire et agrégé) ou de \$200 (adjoint et chargé de cours²) les universités sont classées d'après la valeur minimale du traitement suivant le rang. Le classement tient compte également de la distribution géographique des universités de l'Atlantique au Pacifique. Le relèvement du palier inférieur des échelons est indiqué par le pourcentage d'augmentation du traitement minimal calculé quant à l'année d'exercice 1964-1965.

De 1964-1965 à 1967-1968, l'échelle minimale des universités des provinces de l'Atlantique subit un déplacement considérable quel que soit le rang universitaire. Au début de la période presque toutes ces universités ont une échelle parmi les plus basses au Canada. Moncton, par exemple, au rang de titulaire, hausse dans une période de trois ans

¹ Bulletin de l'A.C.P.U., tome 15, no 3, février 1966, pp. 9-18.

Bulletin de l'A.C.P.U., tome 16, no 1, octobre 1967, pp.

² L'expression *chargé de cours* sera employée dans le sens de *rang inférieur à celui de professeur adjoint*.

le palier inférieur de plus de 60 pour cent soit un accroissement annuel moyen de 20.9 pour cent. *Nova Scotia Technical College* dans la classe d'agrégé augmente le traitement minimal d'une moyenne annuelle de 14.7 pour cent. En 1967-1968, cet établissement se classe dans l'intervalle qui groupe l'*University of Saskatchewan* (12,000-12,499). *St. Francis Xavier University* accroît l'échelle minimale dans une proportion annuelle moyenne d'environ 12 pour cent à tous les rangs sauf à celui de chargé de cours.

Les deux collèges du Manitoba, *St. John's* et *St. Paul's* relèvent l'échelle minimale d'une moyenne annuelle qui varie entre 9 et 17 pour cent selon le rang.

Le tableau 1 donne la médiane de l'échelle minimale des traitements entre 1964-1965 et 1967-1968. Le calcul de la médiane indique le point

Tableau 1. MÉDIANE DE L'ÉCHELLE MINIMALE DES TRAITEMENTS de 1964-1965 à 1967-1968
et
AUGMENTATION ANNUELLE DE LA MÉDIANE
PAR RAPPORT À 1964-1965.

a. médiane du traitement minimal						
	1964-1965	1965-1966	1966-1967	1967-1968		
titulaire	12 107	13 036	14 031	15 042		
agrégé	9 295	9 854	10 833	11 485		
adjoint	7 250	7 564	8 311	9 067		
chargé de cours	5 800	6 143	6 620	7 140		

b. augmentation par rapport à 1964-1965						
	\$	%	\$	%	\$	%
titulaire	929	7.7	1 924	15.9	2 935	24.2
agrégé	559	6.0	1 538	16.5	2 190	23.6
adjoint	314	4.3	1 061	14.6	1 817	25.6
chargé de cours	343	5.9	820	14.1	1 340	23.1

milieu de la distribution de fréquence. La médiane n'est pas une norme mais seulement un point de repère au centre de la distribution du niveau des échelles. L'échelle minimale en deçà de la médiane ne peut entrer en compétition avec celle des universités où le niveau de l'échelle est bien supérieur.

Au cours des trois dernières années, ce point milieu se déplace dans une proportion annuelle moyenne d'environ 8 pour cent, ceci à tous les rangs universitaires.

Mais l'accroissement de l'échelle n'est qu'un seul élément rattaché au relèvement des traitements. D'autres facteurs tels la promotion, l'expérience, l'augmentation statutaire, l'augmentation au mérite participent à la croissance générale des traitements. Ces facteurs influent sur la moyenne et la médiane, mais ni la moyenne, ni la médiane ne distinguent ces facteurs lorsqu'elles sont calculées pour l'ensemble des professeurs : ceux qui déjà étaient à l'université l'année précédente comme les nouveaux arrivés. Les sources de renseignements actuellement disponibles portent sur la médiane et la moyenne des traitements selon le rang. Au rang de chargé de cours ou d'adjoint, que le nombre de professeurs s'élève du quart, l'hypothèse que ces professeurs commencent leur première année dans la carrière d'enseignement, qu'ils sont rémunérés au tarif minimal de la classe, n'est pas vérifiée. D'ailleurs aucun chiffre ne détermine le nombre de professeurs promus à un rang supérieur dans l'intervalle d'une année.

Durant une période de quelques années, l'importance du relèvement de l'échelle minimale sur l'accroissement général des traitements apparaît lorsque l'on peut comparer le taux d'augmentation des traitements à des moments différents où l'échelle est d'abord stationnaire et par la suite plus élevée. Entre 1964-1965 et 1965-1966 (*tableau 2*), comme exemple, McGill, Queen's et Toronto conservent la même échelle minimale.

Plutôt que de calculer la croissance de la moyenne des traitements quant à l'année précédente, le calcul de la moyenne par rapport à deux ou trois ans auparavant permet d'observer la structure des traitements à la fois sous l'angle du niveau de l'échelle, de la hausse du traitement minimal et de l'augmentation due à d'autres facteurs. Le *tableau V* de l'appendice indique la croissance annuelle moyenne des traitements moyens et de l'échelle minimale, selon l'université et le rang, entre 1964-1965 et 1966-1967.

B. COMPARAISON DU NIVEAU DES TRAITEMENTS DANS D'AUTRES SECTEURS

La comparaison du niveau des traitements des professeurs à celui offert dans d'autres secteurs doit tenir compte de la formation universitaire requise, du traitement suivant le nombre d'années d'expérience. Dans la

période actuelle d'expansion des universités, pour réussir à recruter un personnel nombreux et compétent, l'université doit maintenir ou atteindre un niveau des traitements du moins comparable à celui d'autres carrières.

Tableau 2. RELÈVEMENT PROCENTUEL DU TRAITEMENT MOYEN ET DE L'ÉCHELLE MINIMALE SELON LE RANG : de 1964-1965 à 1966-1967

	relèvement procentuel			
	de 1964-1965 à 1965-1966		de 1965-1966 à 1966-1967	
	trait. moyen	trait. minimal	trait. moyen	trait. minimal
	%	%	%	%
<u>titulaire</u>				
McGill	3.1	nil	8.6	7.7
Queen's	1.8	nil	11.5	7.7
Toronto	5.1	nil	8.8	7.7
<u>agréé</u>				
McGill	4.2	nil	10.7	10.0
Queen's	3.5	nil	14.4	10.5
Toronto	3.9	nil	9.7	10.5
<u>adjoint</u>				
McGill	2.7	nil	9.4	10.7
Queen's	2.5	nil	12.5	9.3
Toronto	4.8	nil	11.1	13.3
<u>chargé de cours</u>				
McGill	4.4	nil	10.2	8.8
Queen's	5.2	nil	10.0	—
Toronto	4.2	nil	11.7	16.7

Les renseignements sur l'âge médian des professeurs et le nombre médian d'années depuis l'obtention du premier grade universitaire ne sont pas publiés depuis 1963-1964. Il nous est impossible de reprendre la comparaison de février 1964 ¹ entre l'âge et le traitement de l'universitaire et ceux de professionnels d'autres secteurs. L'analyse de la comparaison de 1964 indiquait en particulier que les professeurs au même âge bénéficiaient d'un traitement inférieur à ceux d'autres carrières : fonction publique et ingénieurs.

¹ Bulletin de l'A.C.P.U., tome 12, no 3, février 1964, p. 64.

Faute de renseignements sur l'âge des professeurs selon le rang, tout au moins l'augmentation du traitement depuis 1964 permet de continuer la comparaison établie il y a trois ans. Nous comparerons également le montant du traitement sur la base de l'hypothèse suivante : l'âge médian des professeurs d'un même rang universitaire s'est maintenu au même niveau. Nous formulons cette hypothèse à partir de l'examen de l'âge médian des professeurs du même rang entre 1956-1957 et 1963-1964 : à tous les rangs, l'âge médian n'a pas varié de plus d'un an au cours de ces cinq années.

Depuis 1964-1965, la médiane du relèvement du traitement minimal (tableau 3) des professeurs d'université du Canada est la suivante :

Tableau 3. MÉDIANE DE L'ACCROISSEMENT DU TRAITEMENT MINIMAL SELON LE RANG :
de 1964-1965 à 1967-1968

	accroissement médian de l'échelle minimale	
	de 1964-1965 à 1966-1967	de 1964-1965 à 1967-1968
	\$	\$
titulaire	2 000 - 2 100	3 200 - 3 300
agrégé	1 500 - 1 600	2 300
adjoint	1 000 - 1 100	1 700
chargé de cours	700	1 300

De 1964-1965 à 1966-1967, tableau 4, le traitement médian des professeurs a subi une hausse de l'ordre suivant :

Tableau 4. AUGMENTATION DE LA MÉDIANE DES TRAITEMENTS DES PROFESSEURS SELON LE RANG,
17 (19) INSTITUTIONS : de 1964-1965 à 1966-1967

	augmentation de la médiane	
	de 1964-1965 à 1965-1966	de 1965-1966 à 1966-1967
	\$	\$
titulaire	818	2 038
agrégé	801	1 711
adjoint	567	1 239
chargé de cours	410	857

a. fonction publique fédérale

Durant la période écoulée entre juillet 1964 et janvier 1967, l'échelle minimale du traitement des économistes, *tableau 5*, employés à la fonction publique fédérale s'élève de la façon suivante :

Tableau 5. RELÈVEMENT DE L'ÉCHELLE MINIMALE DES ÉCONOMISTES DE LA FONCTION PUBLIQUE FÉDÉRALE : de juillet 1964 à janvier 1967

Économiste	hausse du traitement minimal	
	de juillet 1964 à janvier 1966	de juillet 1964 à janvier 1967
	\$	\$
1	187	720
2	309	1 102
3	454	1 238
4	548	1 658
5	654	2 014
6	738	2 405
7	846	2 801

Selon le nombre d'années depuis l'obtention du premier grade universitaire, la classe d'*économiste 2* se situe en dessous du rang de chargé de cours, celle d'*économiste 5* est intermédiaire entre les rangs d'adjoint et d'agrégé.

Tableau 6. ACCROISSEMENT DU TRAITEMENT MINIMAL : classes comparables de professeurs et d'économistes, de 1964 à 1967

à l'université	augmentation médiane du trait. minimal	hausse du trait. minimal	à la fonction publique
	de 1964-65 à 1967-68	de juil. 64 à janv. 67	
	\$	\$	
chargé de cours	700	1 102	économiste 2
adjoint	1 000 - 1 100		
agrégé	1 500 - 1 600	2 014	économiste 5

Tableau 7. TRAITEMENT MINIMAL : classes comparables de professeurs et d'économistes, 1964 et 1967

à l'université	traitement minimal				à la fonction publique
	1964-1965	1966-1967	janv. 1967	juil. 1964	
	\$	\$	\$	\$	
chargé de cours	(5 800)	7 140	7 282	(6 180)	économiste 2
adjoint	(7 250)	9 067			
agrégé	(9 295)	11 485	12 914	(10 900)	économiste 5

Pour la présente année d'exercice, la hausse du traitement minimal du chargé de cours depuis trois ans est de quelque \$400 inférieure à celle de l'économiste 2. Elle est de beaucoup inférieure pour l'adjoint-agrégé relativement à l'économiste 5. En terme d'échelle réelle, l'écart entre l'économiste 5 et l'adjoint-agrégé est demeuré le même depuis 1964-1965.

b. ingénieurs

Entre juillet 1965 et juillet 1966, la hausse de la médiane des traitements des ingénieurs (tableau 8) selon la classe d'emploi s'établit comme suit :

Tableau 8. MÉDIANE DU NOMBRE D'ANNÉES D'EXPÉRIENCE, DEPUIS L'OBTENTION DU DIPLÔME ET RELÈVEMENT DE LA MÉDIANE DES TRAITEMENTS : ingénieurs, de juillet 1965 à juillet 1966

Ingénieur	no médian d'années depuis l'ob- tention du diplôme	augmentation de la médiane des traitements
	1965 et 1966	de juillet 1965 à juillet 1966
		\$
A	1	600
B	4	660
C	10	580
D	14-15	820
E	16	815
F	19	830

Suivant le nombre d'années depuis l'obtention du premier grade universitaire, l'adjoint se compare à l'*ingénieur C*, l'agrégé à l'*ingénieur E* et entre l'agrégé et le titulaire se situe l'*ingénieur F*.

Tableau 9. ACCROISSEMENT DE LA MÉDIANE DES TRAITEMENTS: classes comparables de professeurs et d'ingénieurs, 1965 et 1966

à l'université	accroissement de la médiane		ingénieurs
	de 64-65 à 65-66	juillet: de 65 à 66	
	\$	\$	
adjoint	567	580	ingénieur C
agrégé	801	815	ingénieur E
		830	ingénieur F
titulaire	818		

Tableau 10. TRAITEMENT MÉDIAN : classes comparables de professeurs et d'ingénieurs, 1965 et 1966

à l'université	médiane du traitement				ingénieurs
	1964-65	1965-66	juillet 1966	juillet 1965	
	\$	\$	\$	\$	
adjoint	(8 390)	8 957	9 480	(8 900)	ingénieur C
agrégé	(10 634)	11 435	12 995	(12 180)	ingénieur E
			15 600	(14 700)	ingénieur F
titulaire	(14 163)	14 981			

Si l'on examine le relèvement de la médiane dans cet intervalle, les ingénieurs bénéficient de quelques dollars de plus que les professeurs de rangs équivalents. En terme de traitement réel, l'*ingénieur C* retire quelque \$500 de plus que l'adjoint. L'agrégé reçoit un traitement très inférieur à celui de l'*ingénieur E*. L'écart demeure entre la rémunération médiane de l'*ingénieur F* et celle de l'adjoint-titulaire.

c. États-Unis

Au cours des deux dernières années l'augmentation *moyenne* du traitement des professeurs des États-Unis est de 6.0 et 7.3 pour cent. Durant la même période, le traitement *médian* des professeurs du Canada augmente de 6.0 et 9.0 pour cent.

De 1964-1965 à 1966-1967, la moyenne annuelle de la hausse du traitement *moyen* selon le rang au Canada et aux États-Unis s'établit comme suit :

	traitement moyen*				augmentation du traitement moyen			
	1964-1965		1966-1967		de 64-65 à 65-66		augmentation annuelle moyenne	
	Canada \$'000	É.-U.° \$'000	Canada \$'000	É.-U.° \$'000	Canada \$	É.-U.° \$	Canada %	É.-U. %
titulaire	13.9	13.8	15.6	15.9	1 718	2 059	6.2	7.5
agrégé	10.7	10.4	12.3	11.9	1 586	1 506	7.4	7.3
adjoint	8.5	8.6	9.5	9.8	1 064	1 208	6.3	7.1
chargé de cours	6.9	6.8	7.7	7.7	752	883	5.5	6.5

* moyenne pondérée

° s'applique à 9 mois et inclut les avantages sociaux.

Mireille LAPOINTE
chargé de recherches

Sources

- A A U P Bulletin, American Association of University Professors, Vol. 52, No. 2, June 1966, Table I, p. 141.
- ———, Vol. 53, No. 2, June 1967, Table I, p. 137.
- Bulletin de l'A.C.P.U., tome 12 no 3, février 1964, pp. 64-65.
- ———, tome 13, no 1, octobre 1964, pp. 37-40, 44-53.
- ———, tome 13, no 2, janvier 1965, pp. 53-64.
- ———, tome 14, no 1, octobre 1965, pp. 20-32.
- ———, tome 14, no 3, février 1966, pp. 22-34.
- ———, tome 15, no 1, octobre 1966, pp. 39, 45-58.
- ———, tome 15, no 3, février 1967, pp. 19-31.
- Bureau fédéral de la statistique, Traitements et qualification des professeurs des universités et collèges, 1966-67, Ottawa, juillet 1967, no 81-203, tableaux 1 et 5, pp. 14, 15.

- ———, Traitements et qualification des professeurs des universités et collèges, 1963-64, Ottawa, mai 1964, no 81-203, tableaux 18 et 24, pp. 62, 72.
- Canadian Council of Professional Engineers, Report on Salaries, Ottawa, 1966.
- Commission du service civil du Canada, Répertoire des emplois et liste des traitements, Ottawa, 12 janvier 1966, p. 35.
- Conseil canadien des ingénieurs, Rapport sur les salaires, Ottawa, 1965.
- Dominion Bureau of Statistics, Salary Scales for Lay Staff at Canadian Universities and Colleges, 1967-68, Ottawa, July 25, 1967, 13 p.
- Institut professionnel de la fonction publique du Canada.

TRAITEMENT MINIMAL DU PROFESSEUR
TITULAIRE SELON L'UNIVERSITÉ

de
1964-1965

Tableau I

e t

AUGMENTATION PROCENTUELLE DU TRAITE-
MENT MINIMAL PAR RAPPORT À 1964-1965

à
1967-1968

1964-1965		1965-1966		1966-1967		1967-1968	
8.5- 8.999	10.0-10.499	%	11.5-11.999	%	12.0-12.499	%	
Moncton	Acadia 11.1		Nova Scotia 21.1		Laval 3.3		
9.0- 9.499	10.5-10.999		12.0-12.499		13.0-13.499		
Acadia	Nova Scotia 10.5		St. Dunstan's -		Dalhousie 18.2		
	Mt. Allison 5.0		Moncton 39.5		Nova Scotia 39.5		
9.5- 9.999	11.0-11.499		Laval 0.3		13.5-13.999		
Nova Scotia	Memorial 10.0		12.5-12.999		St. Dunstan's -		
St. Mary's	Dalhousie 18.2		Memorial 25.0		Acadia 50.0		
	St. Mary's 12.2		Ottawa 13.6		St. Mary's 37.3		
10.0-10.499	St. Francis X. 8.9		Waterloo Luth. 22.3		14.0-14.499		
Memorial	Moncton 27.9				St. Francis X. 39.1		
St. Francis X.	U. N. B. 4.6		13.0-13.499		Moncton 62.8		
Mt. Allison	United -		Dalhousie 18.2		U. N. B. 29.6		
Waterloo Luth.			St. Mary's 32.7		Laurentienne 28.2		
St. John's			U. N. B. 20.4		Ottawa 30.7		
10.5-10.999	11.5-11.999		Bishop's -		Waterloo Luth. 37.7		
U. N. B.	St. Dunstan's -		Laurentienne 18.2		Simon Fraser -		
St. Paul's	St. Paul's 9.5		Brandon 18.2		14.5-14.999		
	12.0-12.499		13.5-13.999		Memorial 45.0		
	Guelph 9.1		Loyola 14.3		Bishop's -		
11.0-11.499	Brandon 9.1		Carleton 15.0		Loyola 22.5		
Dalhousie	12.5-12.999		Guelph 22.7		Montréal 13.1		
Guelph	Bishop's -		Waterloo 8.0		Guelph 31.8		
Laurentienne	Carleton 5.0		Western 12.5		Brandon 31.8		
Ottawa	Ottawa 13.6		St. John's 25.0		Victoria 20.8		
Brandon	Waterloo Luth. 22.2		St. Paul's 28.6		15.0-15.499		
11.5-11.999	Western 4.2		14.0-14.499		McGill 15.4		
Sir G. Wms.	13.0-13.499		St. Francis X. 39.1		Sir G. Wms. 27.1		
	Laval 10.0		McGill 7.7		Brock -		
12.0-12.499	Loyola 8.3		Montréal 7.7		Carleton 25.0		
Loyola	McGill nil		Sir G. Wms. 18.6		Lakehead -		
Carleton	Lakehead -		Brock -		McMaster 15.4		
R. M. C.	McMaster nil		Lakehead -		R. M. C. 27.1		
Western	Queen's nil		McMaster 7.7		Toronto 16.9		
U. B. C.	R. M. C. 8.3		Queen's 7.7		Trent 15.4		
Victoria	Toronto nil		R. M. C. 16.7		Waterloo 20.0		
12.5-12.999	Waterloo 4.0		Toronto 7.7		Western 25.0		
Sherbrooke	York nil		Windso -		Windso -		
Waterloo	St. John's 30.0		York 7.7		York 15.4		
	U. B. C. 8.3		U. B. C. 16.7		Manitoba 16.9		
	Victoria 8.3		Simon Fraser -		St. John's 52.0		
13.0-13.499			Victoria 16.7		St. Paul's 44.8		
McGill	13.5-13.999				United -		
Montréal	Montréal 3.8		14.5-14.999		U. B. C. 26.7		
McMaster	Trent 3.8		Manitoba 11.5		15.5-15.999		
Queen's	Windso -		United -		Queen's 19.2		
Toronto	Manitoba 3.8				16.0-16.499		
Trent					Saskatchewan 23.1		
York	14.0-14.499		15.0-15.499		16.5-16.999		
Manitoba	Saskatchewan 7.7		Saskatchewan 15.4		Alberta 27.7		
Saskatchewan	Alberta 7.7		Alberta 17.1		Calgary 27.7		
Alberta			Calgary 17.1				

TRAITEMENT MINIMAL DU PROFESSEUR
AGRÉGÉ SELON L'UNIVERSITÉ

de
1964-1965

Tableau II

e t

AUGMENTATION PROCENTUELLE DU TRAITE-
MENT MINIMAL PAR RAPPORT À 1964-1965

à
1967-1968

1964-1965	1965-1966	%	1966-1967	%	1967-1968	%
7.0- 7.499	8.5- 8.999		9.5- 9.999		10.0-10.499	
Moncton	Acadia 13.3		Moncton 33.8 Waterloo Luth. 8.6		Laval 16.3	
7.5- 7.999	9.0- 9.499		10.0-10.499		10.5-10.999	
Acadia	Memorial nil St. Dunstan's - Dalhousie nil St. Francis X. 7.1 St. Mary's 8.4 Moncton 26.8 Mt. Allison 5.9 U. N. B. 5.7 Laurentienne 5.9 United - St. Paul's 5.7		St. Dunstan's - Nova Scotia 17.6 U. N. B. 14.9 Bishop's - Laval 12.1 Loyola 13.6 Ottawa 11.1 Laurentienne 17.6 Waterloo 5.3		St. Dunstan's - Dalhousie 16.7 Laurentienne 28.2 R. M. C. 18.9	
8.0- 8.499					11.0-11.499	
St. Francis X. St. Mary's St. John's					Acadia 46.7 St. Francis X. 35.1 St. Mary's 32.5 Moncton 54.9 U. N. B. 26.4 Bishop's - Loyola 24.6 Sir G. Wms. 26.4 Carleton 18.9 Ottawa 22.8 Toronto 18.9 Waterloo 15.8 Waterloo Luth. 25.7 York 17.9 Brandon 22.2 U. B. C. 25.5 Simon Fraser -	
8.5- 8.999						
Nova Scotia Mt. Allison U. N. B. Sir G. Wms. Laurentienne Waterloo Luth. St. Paul's	9.5- 9.999		10.5-10.999			
	Nova Scotia 11.8 Laval 10.0 Loyola 7.1 Carleton 2.1 Lakehead - Queen's nil Toronto nil Waterloo 2.1 Waterloo Luth. 8.6 Western 5.6 York nil St. John's 13.1		Memorial 16.7 Dalhousie 16.7 St. Mary's 26.5 Carleton 10.5 Lakehead - McMaster 10.5 Queen's 10.5 R. M. C. 20.0 Toronto 10.5 Trent 10.5 Western 16.7 York 10.5 Brandon 16.7 St. John's 25.0 St. Paul's 20.7			
9.0- 9.499					11.5-11.999	
Memorial Dalhousie Laval Loyola Guelph Ottawa R. M. C. Western Brandon U. B. C. Victoria	10.0-10.499		11.0-11.499		Memorial 27.8 McGill 17.0 Montréal 17.0 Brock - Guelph 27.8 Lakehead - McMaster 21.1 Trent 21.1 Western 27.8 Manitoba 22.1 St. John's 38.1 St. Paul's 33.3 United - Victoria 27.8	
	Bishop's - McGill nil Sir G. Wms. 14.9 Guelph 11.1 McMaster 5.3 Ottawa 11.1 R. M. C. 12.0 Trent 5.3 Windsor - Brandon 11.1 U. B. C. 11.1 Victoria 11.1		St. Francis X. 35.1 Sir G. Wms. 26.4 McGill 10.0 Montréal 10.0 Brock - Guelph 22.2 Windsor - Manitoba 15.8 United - Alberta 14.8 Calgary 14.8 U. B. C. 22.2 Simon Fraser - Victoria 22.2			
9.5- 9.999					12.0-12.499	
Carleton McMaster Queen's Toronto Trent Waterloo York Manitoba	10.5-10.999				Nova Scotia 44.1 Queen's 26.3 Windsor - Saskatchewan 21.0	
	Montréal 5.0 Manitoba 10.5					
10.0-10.499					12.5-12.999	
McGill Montréal Sherbrooke Saskatchewan Alberta	11.0-11.499		11.5-11.999		Alberta 25.0 Calgary 25.0	
	Saskatchewan 10.0 Alberta 10.0		Saskatchewan 15.0			

TRAITEMENT MINIMAL DU PROFESSEUR
ADJOINT SELON L'UNIVERSITE

de
1964-1965

Tableau III

e t

AUGMENTATION PROCENTUELLE DU TRAITE-
MENT MINIMAL PAR RAPPORT A 1964-1965

à
1967-1968

1964-1965	1965-1966	%	1966-1967	%	1967-1968	%
6.0-6.199	6.4-6.599		7.4-7.599		8.0-8.199	
Acadia	Acadia	8.3	Moncton	25.0	Dalhousie	14.3
Moncton			Waterloo	6.4		
	7.0-7.199		7.6-7.799		8.4-8.599	
6.4-6.599	Dalhousie	nil	Ottawa	8.6	Acadia	42.0
	St. Francis X.	6.1			St. Mary's	29.2
	St. Mary's	7.7	7.8-7.999		Moncton	41.7
Nova Scotia	Moncton	16.7			U. N. B.	26.9
St. Mary's	Mt. Allison	7.7			Sir G. Wms	25.0
Mt. Allison	United	-			Waterloo	14.9
			8.0-8.199		Brandon	21.4
6.6-6.799	7.2-7.399		St. Dunstan's	-		
	St. Dunstan's	-	Dalhousie	14.3	8.6-8.799	
St. Francis X.	U. N. B.	7.5	Nova Scotia	23.1	St. Dunstan's	-
U. N. B.			St. Mary's	23.1	Bishop's	-
	7.4-7.599		U. N. B.	19.4	Laval	25.6
6.8-6.999	Memorial	nil	Bishop's	-	Laurentienne	17.1
	Nova Scotia	15.4	Brock	-	Ottawa	24.9
Sir G. Wms.	McGill	nil	Laurentienne	6.7	Waterloo Luth.	22.0
	Guelph	4.2	McMaster	6.7	Saskatchewan	16.0
	Laurentienne	nil	Brandon	14.3		
7.0-7.199	McMaster	nil	St. John's	14.3		
Dalhousie	Queen's	nil	St. Paul's	14.3	9.0-9.199	
Laval	Toronto	nil			Memorial	20.0
Loyola	Waterloo Luth.	6.4	8.2-8.399		Nova Scotia	38.5
Ottawa	Western	nil	Loyola	16.1	St. Francis X.	36.4
Waterloo Luth.	York	nil	McGill	10.7	McGill	20.0
Brandon	Brandon	7.1	Montréal	10.7	Montréal	20.0
St. John's	St. John's	7.1	Carleton	10.7	Sherbrooke	20.0
St. Paul's	St. Paul's	7.1	Queen's	9.3	Brock	-
U. B. C.			Trent	10.0	Carleton	20.0
Victoria			Saskatchewan	9.3	Guelph	25.0
	7.6-7.799		Alberta	11.0	McMaster	20.0
7.2-7.399	Laval	10.0	Calgary	11.0	R. M. C.	23.0
	Sir G. Wms.	11.8	8.4-8.599		Trent	20.0
	Carleton	2.7	Memorial	13.3	Windsor	-
Guelph	Ottawa	8.6	Laval	21.1	York	21.3
R. M. C.	Waterloo	2.7	Sir G. Wms.	25.0	Manitoba	20.0
	Victoria	8.6	Guelph	18.1	St. John's	28.6
7.4-7.599	7.8-7.999		R. M. C.	14.8	St. Paul's	28.6
	Loyola	9.5	Toronto	13.3	United	-
	Montréal	4.0	Western	13.3	Alberta	20.0
	8.0-8.199		Windsor	-	Calgary	20.0
	Bishop's	-	York	13.3	Simon Fraser	-
	Lakehead	-	Manitoba	13.3		
	R. M. C.	10.1	United	-	9.2-9.399	
	Trent	6.7	8.6-8.799		Loyola	29.1
	Windsor	-	Lakehead	-	Lakehead	-
	Manitoba	6.7			Queen's	22.7
	U. B. C.	14.3	9.0-9.199		Toronto	22.7
	2.8-2.399		St. Francis X.	36.4	U. B. C.	31.4
	Saskatchewan	9.3	U. B. C.	28.6	Victoria	31.4
	Alberta	9.3	Simon Fraser	-		
			Victoria	28.6	9.4-9.599	
					Western	23.7

TRAITEMENT MINIMAL DU CHARGÉ
DE COURS SELON L'UNIVERSITÉ

Tableau IV

e t

de
1964-1965

à
1967-1968

AUGMENTATION PROCENTUELLE DU TRAITE-
MENT MINIMAL PAR RAPPORT À 1964-1965

1964-1965	1965-1966	1966-1967	1967-1968
	%	%	%
5.0-5.199	5.0-5.199	5.6-5.799	5.6-5.799
Nova Scotia Mt. Allison	Mt. Allison nil	R. M. C. 5.6	R. M. C. 5.6
5.2-5.399	5.4-5.599	6.0-6.199	6.0-6.199
Acadia St. Francis X. St. Mary's	Acadia 4.2 St. Francis X. 3.8 Laval 8.3 United -	Nova Scotia 20.0 St. Francis X. 13.2 Moncton 9.1 U. N. B. - McMaster nil Ottawa 9.1 Waterloo Luth. 9.1 York nil Alberta - Calgary -	York nil
5.4-5.599	5.6-5.799	6.2-6.399	6.4-6.599
Moncton Ottawa R. M. C. Waterloo Luth. Brandon St. John's St. Paul's U. B. C. Victoria	St. Mary's 7.5 Moncton 1.8 R. M. C. 4.4	Waterloo 6.9	Moncton 18.2 U. N. B. - Waterloo 12.1
5.6-5.799	6.0-6.199	6.4-6.599	6.6-6.799
Loyola Guelph	Nova Scotia 20.0 Montréal nil Guelph 4.3 McMaster nil Ottawa 9.1 Queen's nil Toronto nil Waterloo 3.4 Waterloo Luth. 9.1 York nil Brandon 9.1 St. John's 11.1 St. Paul's 9.1 Victoria 9.1	Laval 8.3 Brandon 18.2 St. John's 20.4 St. Paul's 18.2 Saskatchewan 8.3	Laval 12.5 Alberta - Calgary -
5.8-5.999	6.2-6.399	6.6-6.799	6.8-6.999
Waterloo	Loyola 10.5 McGill nil	Loyola 17.2 Montréal 11.7 Sherbrooke 9.8 Windsor - Laurentienne 3.1	St. Francis X. 28.3 Ottawa 25.5 Saskatchewan 13.3
6.0-6.199	6.4-6.599	7.0-7.199	7.2-7.399
Memorial Laval Montréal Sherbrooke Sir G. Wms. McMaster Queen's Toronto Trent York Saskatchewan	St. Dunstan's - Sherbrooke 4.9 Lakehead - Laurentienne nil Trent 8.3 Western nil Windsor - Saskatchewan 8.3 U. B. C. 18.2	McGill 8.8 Sir G. Wms. 13.3 Lakehead -	Memorial 16.7 Sherbrooke 14.8 Sir G. Wms. 16.7 Brock - Laurentienne 9.2 McMaster 16.7 Trent 18.3 Waterloo Luth. 17.2 Windsor - Simon Fraser -
6.2-6.399	6.6-6.799	7.2-7.399	7.4-7.599
McGill	Sir G. Wms. 10.0	St. Dunstan's - Bishop's -	Loyola 29.8 McGill 20.0 Guelph 30.4 Toronto 25.0 Western 15.4 St. Paul's 36.4 U. B. C. 36.4
6.4-6.599	7.0-7.199	7.4-7.599	7.6-7.799
Laurentienne Western	Bishop's -	Nova Scotia 55.0 Lakehead -	

TRAITEMENT MOYEN ET TRAITEMENT MINIMAL DE L'ANNÉE 1964-1965

Tableau V

e t

PAR RAPPORT À 1964-1965, POURCENTAGE DE L'AUGMENTATION ANNUELLE
MOYENNE DU TRAITEMENT MOYEN ET DU TRAITEMENT MINIMAL DE L'ANNÉE

1966-1967

	titulaire		agrégé		adjoint		chargé de cours		moyenne		
	64-65 \$'000	aug.* %	64-65 \$'000	aug.* %	64-65 \$'000	aug.* %	64-65 \$'000	aug.* %	64-65 \$'000	aug.* %	
Memorial	11.1 10.0	8.1 12.5	9.5 9.0	9.0 8.4	7.9 7.5	7.8 6.7	6.7 6.0	3.3 -	8.5 -	6.8 -	trait. moyen trait. minimal
Acadia	- 9.0	- -	- 7.5	- -	- 6.0	- -	- 5.3	- -	- -	- -	trait. moyen trait. minimal
Dalhousie	12.7 ⁰ 11.0	9.4 9.1	10.0 9.0	8.5 8.4	8.0 7.0	10.4 7.2	6.5 -	7.2 -	9.7 -	7.5 -	trait. moyen trait. minimal
N. S. Tech.	12.2 ⁰ 9.5	9.3 10.6	9.8 8.5	7.5 8.8	7.9 6.5	10.2 11.6	6.7 5.0	6.8 10.0	8.8 -	11.0 -	trait. moyen trait. minimal
St. Francis X.	11.1 ⁰ 10.1	17.9 19.6	9.2 8.4	16.3 17.6	7.4 6.6	9.4 18.2	6.1 5.3	6.7 6.6	7.9 -	10.7 -	trait. moyen trait. minimal
St. Mary's	- 9.8	- 16.4	9.2 8.3	13.6 13.3	7.1 6.5	12.4 11.6	5.8 5.3	7.5 -	8.0 -	9.9 -	trait. moyen trait. minimal
Moncton	8.6 -	19.8 -	7.1 -	16.9 -	6.0 -	12.5 -	5.5 -	4.6 -	- -	- -	trait. moyen trait. minimal
Mount Allison	10.2 10.0	11.8 -	8.9 8.5	10.0 -	7.3 6.5	12.0 -	6.1 5.0	9.2 -	7.8 -	11.5 -	trait. moyen trait. minimal
U. N. B.	11.9 10.8	8.4 10.2	9.5 8.7	7.7 7.5	7.8 6.7	6.9 9.7	6.1 -	11.1 -	9.0 -	6.6 -	trait. moyen trait. minimal
Bishop's	13.0 ⁰ -	6.2 -	10.3 -	5.4 -	7.8 -	5.7 -	7.1 -	3.6 -	9.6 -	2.0 -	trait. moyen trait. minimal
Laval	14.1 12.0	- 0.2	11.2 9.0	- 6.1	9.5 7.0	- 10.6	7.8 6.0	- 4.2	10.8 -	- -	trait. moyen trait. minimal
Loyola	13.3 ⁰ 12.0	12.0 7.4	9.8 9.2	9.7 6.8	7.9 7.1	7.0 8.1	6.4 5.7	8.0 8.6	8.3 -	7.2 -	trait. moyen trait. minimal
McGill	14.1 13.0	6.0 3.9	11.0 10.0	7.7 5.0	8.5 7.5	6.2 5.4	6.6 6.3	7.5 4.4	10.3 -	6.9 -	trait. moyen trait. minimal
Montréal	14.5 13.0	- 3.9	11.9 10.0	- 5.0	9.3 7.5	- 5.4	7.3 6.0	- 5.9	10.2 -	- -	trait. moyen trait. minimal
Sherbrooke	- 12.6	- -	11.4 10.1	- -	9.1 7.5	- -	8.2 6.1	- 4.9	9.0 -	- -	trait. moyen trait. minimal
Sir G. Wms.	13.5 ⁰ 11.8	6.3 9.3	10.3 8.7	7.6 13.2	8.1 6.8	8.0 12.5	6.9 6.0	5.7 6.7	9.0 -	6.5 -	trait. moyen trait. minimal
Carleton	12.9 ⁰ 12.0	7.7 7.5	10.8 9.5	4.3 5.3	8.2 7.5	6.3 5.4	7.0 -	4.9 -	9.6 -	6.0 -	trait. moyen trait. minimal
Guelph	12.5 11.0	9.2 11.4	10.5 9.0	8.8 11.1	8.4 7.2	6.4 9.1	6.5 5.8	7.3 10.9	9.9 -	6.3 -	trait. moyen trait. minimal
Lakehead	- -	- -	9.5 -	11.2 -	7.8 -	9.9 -	6.7 -	4.9 -	8.2 -	7.5 -	trait. moyen trait. minimal
Laurentienne	- 11.0	- 9.1	9.9 8.5	4.5 8.8	8.0 7.5	4.0 3.4	7.0 6.5	1.5 1.6	8.0 -	7.2 -	trait. moyen trait. minimal

TRAITEMENT MOYEN ET TRAITEMENT MINIMAL DE L'ANNÉE 1964-1965

Tableau V

e t

PAR RAPPORT À 1964-1965, POURCENTAGE DE L'AUGMENTATION ANNUELLE
MOYENNE DU TRAITEMENT MOYEN ET DU TRAITEMENT MINIMAL DE L'ANNÉE

1966-1967

(suite)

	titulaire		agréé		adjoint		chargé de cours		moyenne		
	64-65 \$'000	aug.* %	64-65 \$'000	aug.* %	64-65 \$'000	aug.* %	64-65 \$'000	aug.* %	64-65 \$'000	aug.* %	
McMaster	14.0 13.0	7.6 3.9	10.4 9.5	8.0 5.3	8.4 7.5	6.9 3.4	6.9 6.0	5.9 -	10.1 -	8.2 -	trait. moyen trait. minimal
Ottawa	11.9 11.0	8.2 6.8	9.8 9.0	8.5 5.6	8.2 7.0	5.1 4.3	6.5 5.5	5.8 4.6	9.1 -	7.8 -	trait. moyen trait. minimal
Queen's	14.1 13.0	6.8 3.9	10.6 9.5	9.2 5.3	8.6 7.5	7.7 4.7	6.8 6.0	7.9 -	10.4 -	8.6 -	trait. moyen trait. minimal
R. M. C.	14.3 12.0	3.3 8.4	11.0 9.0	5.6 10.0	8.7 7.3	7.5 7.4	6.9 5.4	10.9 2.8	9.7 -	10.7 -	trait. moyen trait. minimal
Toronto	14.7 13.0	7.2 3.9	10.9 9.5	7.0 5.3	8.6 7.5	8.2 6.7	7.0 6.0	8.2 8.4	10.8 -	8.6 -	trait. moyen trait. minimal
Trent	- 13.0	- 3.9	- 9.5	- 5.3	- 7.5	- 5.0	- 6.0	- -	- -	- -	trait. moyen trait. minimal
Waterloo	12.9 12.5	8.6 4.0	10.4 9.5	5.2 2.7	8.3 7.4	5.9 2.7	6.7 5.8	3.6 3.5	9.5 -	6.6 -	trait. moyen trait. minimal
Waterloo Luth.	11.5 ^o 10.4	13.3 11.1	7.4 8.8	19.4 4.3	7.8 7.1	2.7 3.2	6.1 5.5	6.1 4.6	8.5 -	4.5 -	trait. moyen trait. minimal
Western	13.1 12.0	7.5 6.3	10.2 9.0	7.0 8.4	8.3 7.5	6.7 6.7	7.0 6.5	7.9 3.9	9.9 -	7.1 -	trait. moyen trait. minimal
Windsor	12.5 -	8.8 -	10.6 -	9.0 -	8.5 -	8.7 -	7.2 -	6.2 -	9.3 -	9.6 -	trait. moyen trait. minimal
York	15.3 ^o 13.0	1.0 3.9	10.9 9.5	8.3 5.3	8.0 7.5	9.6 6.7	6.7 6.0	8.0 -	9.4 -	4.9 -	trait. moyen trait. minimal
Brandon	11.5 ^o 11.0	9.8 9.1	9.8 9.0	6.5 8.4	8.3 7.0	4.5 7.2	6.7 5.5	3.4 9.1	8.9 -	6.9 -	trait. moyen trait. minimal
Manitoba	13.5 13.0	7.7 5.8	10.9 9.5	7.3 7.9	8.3 7.5	6.7 6.7	6.7 -	6.4 -	10.0 -	6.4 -	trait. moyen trait. minimal
St. John's	- 10.0	- 17.5	8.4 8.4	13.5 12.5	7.2 7.0	9.7 7.2	5.9 5.4	9.6 10.2	7.3 -	12.9 -	trait. moyen trait. minimal
St. Paul's	- 10.5	- 14.3	- 8.7	- 10.4	7.9 7.0	7.1 7.2	6.5 5.5	4.9 9.1	8.1 -	2.8 -	trait. moyen trait. minimal
United	12.1 ^o -	12.1 -	9.1 -	14.2 -	7.1 -	13.5 -	6.0 -	8.0 -	7.9 -	7.8 -	trait. moyen trait. minimal
Saskatchewan	15.7 ^o 13.0	5.4 7.7	11.5 10.0	7.6 7.5	9.1 7.5	6.5 4.7	8.7 6.0	2.5 4.2	10.6 -	6.3 -	trait. moyen trait. minimal
Alberta	13.9 13.0	8.9 8.6	11.3 10.0	8.9 7.4	8.7 7.5	7.1 5.5	6.7 -	5.7 -	10.7 -	8.6 -	trait. moyen trait. minimal
Calgary	- 13.0	- 8.6	- 10.0	- 7.4	- 7.5	- 5.5	- -	- -	- -	- -	trait. moyen trait. minimal
U. B. C.	13.7 12.0	7.9 8.4	10.6 9.0	8.8 11.1	8.4 7.0	9.8 14.3	6.9 5.5	9.8 13.7	9.9 -	9.7 -	trait. moyen trait. minimal
Victoria	13.5 12.0	6.3 8.4	10.0 9.0	10.4 11.1	8.0 7.0	10.7 14.3	7.0 5.5	9.7 13.7	8.6 -	8.9 -	trait. moyen trait. minimal

* augmentation annuelle moyenne.

^o incluant tous les professeurs titulaires y compris les directeurs de département.

A PROGRAM ON UNIVERSITY TEACHING FOR UNIVERSITY TEACHERS

A. McCreary-Juhasz and J. D. Dennison

The program described in this article represented a response to the following recommendation set forth in *Guideposts to Innovation*, the 1964 Report of a President's Committee on Academic Goals at the University of British Columbia:

"...the Committee recommends that lectures be reduced to an effective minimum and that other methods of instruction be used more frequently. To this end departments should review critically the nature of their teaching systems."

"Even for the most competent teacher there are usually positive measures of improvement to be examined and adopted for the advantage of instructor and student. At present the teaching assistants and junior members of faculty are, by and large, expected to pick up their teaching skills through innate ability or trial and error. Faculties and departments should therefore consider the value of establishing procedures to demonstrate teaching methods to junior personnel and of encouraging discussion of instructional techniques."

It seemed appropriate for the Faculty of Education to take the initiative in planning and coordinating a university-wide program which would implement this recommendation and benefit the entire university community.

With this goal in mind, a six-member planning committee was established in January, 1966. The purpose of this committee was to organize and implement a series of programs which would provide an opportunity for members of all faculties and departments in the university to exchange ideas and discuss varied approaches to and problems associated with university teaching.

The Planning Committee obtained the support of the President of the University, the Faculty Association Committee on Academic Affairs and the Deans of all faculties. The latter were asked to suggest possible times, topics and participants. From these suggestions the final program emerged. There were seven two-hour programs held in the same location on consecutive Wednesday evenings beginning the last week in September, 1966.

For each program, a team of coordinators was selected, one a member of the Faculty of Education and one from another faculty. Coordinators were provided with a list of possible participants and a set of working sheets which would facilitate organization of their program. Each pair of coordinators was responsible for planning and producing one specific program and was free to select participants and to decide upon methods of presentation.

Relevant bibliographical and reference material was distributed to those who attended the programs. Audio-visual displays were set up by the University Extension Department which also handled the publicity. Printed programs were mailed to all full and part-time faculty members and Heads of Departments were asked to distribute this information to their graduate students. Weekly announcements appeared in the University news bulletin.

At each colloquium, proceedings were taped and notes were taken by a recorder. The tapes were catalogued and are available to any faculty member. The recorded proceedings were approved by each participant and appear in the report of this project.

An evaluation form was designed and those who attended were requested to express their views after each program. Results are presented at the end of this paper. A report of the project, *Colloquium on University Instruction*, was distributed to all participants and multiple copies were sent to Deans and Heads for circulation among interested faculty members. Copies were also filed in the University libraries. This report included an account of the procedure followed in setting up the colloquia, a record of the proceedings, a report of the evaluation, and a bibliography of related literature.

The first colloquium, the Planning and Presentation of Lectures, was opened by the President of the University. Four speakers covered the following topics: the preparation of lectures, inspiration and motivation in the formal lecture, the use of audio-visual material, and organizing and overcoming difficulties in lecturing.

In the second colloquium, professors of English, Education and Social Work discussed methods of conducting seminars and tutorials. The third topic, The Organization and Value of Laboratory Work, was discussed by a panel of scientists from different fields. The fourth program dealt with Principles of Learning and Instruction, with emphasis on the nature and characteristics of learning, meaningfulness of material, and knowledge of results.

Two programs focused on the student. In the first on student problems, the Registrar, a consulting psychiatrist at the Student Health Services, a specialist in guidance, and an assistant to a Dean discussed the problems which students bring to them. In the second, a student-staff discussion of teaching, students confronted faculty with many of the problems professors make for students.

The final session, The Evaluation of University Instruction, also revolved around problems. The Registrar, a Dean, a Department Head and the Director of the educational testing clinic presented their views.

Evaluation of this project revealed a high degree of interest and enthusiasm by faculty members with attendance ranging from 50 to over 300 members on a single evening. Attendance was largely dependent upon the topic under discussion. Faculty representation varied and applied sciences were in the majority. Full-time faculty had the highest attendance and graduate students the lowest. Approximately 75 per cent of those attending completed evaluation forms each evening. Of those, overall, 22 per cent indicated that the program was of "great value", 74 per cent claimed "some value" and 4 per cent felt that the program was of "no value". For the program on Evaluation of Student Progress the majority of those attending indicated that the evening was of "great value".

Suggestions which will be useful in planning the second colloquium were made by those attending. These pointed to the need for (1) more small-group discussions following the speakers, (2) specific interest groups for different topics, (3) more time for discussion, (4) more student representation, (5) summaries of each program.

Coordinators also offered these suggestions based on their experience in planning the programs: (1) members from more faculties should be involved in the work, (2) controversial issues should be discussed, (3) post-program coffee and opportunity for discussion should be provided, (4) participants should be experts in their subjects, (5) fewer programs would be advisable, (6) graduate students should be involved to a greater extent, (7) outside speakers of stature should be invited to participate.

This initial Colloquium on University Teaching served two purposes. First, it provided an opportunity for those who attended to exchange ideas and to discuss problems relevant to their profession. The enthusiastic response indicated that faculty members were interested and that the programs did provide a valuable service to the university com-

munity. Secondly, results of the evaluation did provide information which will be useful in organizing the Colloquium for the fall of 1967.

Anne McCREARY-JUHASZ

and

J. D. DENNISON,

University of British Columbia.

C O P P

LEARNING AND THE PROFESSORS

Edited by Ohmer Milton and Edward J. Shoben

The contributors to this collection of fourteen essays on higher education include John W. Gardner, now Secretary of Health, Education, and Welfare; Logan Wilson, formerly President of the University of Texas; and Edward J. Shoben, Director of the Commission on Academic Affairs of the American Council on Education. The whole structure of contemporary higher education in America is examined and questioned, and suggestions for new programs are made. \$5.50

WHAT HAPPENS IN BOOK PUBLISHING

Second Edition

Edited by Chandler B. Grannis

A valuable guide for everyone interested or involved in publishing and bookselling, whether author, publisher, salesman, bookseller, or reader.

\$8.50

C L A R K

THE NEW UNIVERSITIES ACT IN THE PROVINCE OF ALBERTA

D. de F. Macintosh and J. G. Nelson¹

The new Universities Act in Alberta is an early manifestation of national forces for change in the government of Canadian universities. For a number of years, members of Boards of Governors, university administrators, faculty, and some government officials in Canada have been increasingly aware of the organizational and governmental problems posed by the recent rapid growth of our institutions of higher education, one result being the appointment of the Duff-Berdahl Commission. A concern more particular to Alberta was the growing desire for autonomy by many administrative officers and faculty members at the University of Alberta, Calgary.

The efforts of local citizenry, university officials and faculty were partially rewarded in the spring of 1964, when the provincial government made certain changes in the University Act. Under this preliminary revision, the Edmonton and Calgary campuses were still formally organized within the framework of one university. However, provision was made for a President and a separate General Faculty Council at Edmonton and Calgary. One Board of Governors, composed of the Presidents of each university and lay members appointed by the Lieutenant Governor in Council, continued to control and manage the affairs of both campuses. The General Faculty Councils were composed chiefly of senior administrators and full professors and had a large measure of responsibility for the academic affairs of each campus. The various Faculties at each university were governed by Faculty Councils, whose statutory powers were rather limited, extending chiefly to courses of study and to examinations. A Co-ordinating Council, consisting of administrators and faculty, mainly from the Edmonton campus, was established to provide for co-ordination in the planning

¹ Professors Macintosh and Nelson represented the Association of Academic Staff, University of Alberta, Calgary, on the Joint Committee to Review the University Act in the province of Alberta. They write from a Calgary point of view and do not see themselves as representing ideas and events as seen from Edmonton. The assistance of Professors E. F. Guy and F. Terentiuk, who read the manuscript, is gratefully acknowledged.

and development of the University of Alberta as a whole. A single Senate for both campuses continued to serve as a liaison and sounding board between the University of Alberta and the public, to perform certain duties with regard to convocation, and to have statutory power for the conduct of student affairs on both campuses.

In the spring of 1964, the Board of Governors established a Committee to Review the University Act composed of one representative of each General Faculty Council, the Presidents of the two campuses, the Chairman of the Board of Governors, two other Board members, and, as Chairman of the Committee, the Hon. Mr. Justice Hugh McDonald. Requests by both the Edmonton and Calgary Faculty Associations for representation on the Committee were not acted upon by the Board of Governors at this time. After receipt of many briefs and study of the scope of the task before them, the Committee to Review the Act decided to appoint a firm of management consultants to undertake a study of university government and related problems in Alberta. The appointment of the consultants caused the Faculty Associations to make further, vigorous representation to the Board and in December, 1965, that body appointed two representatives and one alternate from each Faculty Association to what eventually became known as the Joint Committee to Review the University Act.

The illness and subsequent death of the Hon. Mr. Justice McDonald led to the appointment of the Chairman of the Board of Governors, Malcolm MacLeod, as Chairman of the Joint Committee. After a number of meetings during the spring, summer, and fall of 1965, the Joint Committee issued a report which became the basis of the new Universities Act in Alberta. The report contains a number of compromises in the positions of the various participants on the Committee. To illustrate, the Faculty Association representatives from Edmonton and Calgary were committed in principle to the basic ideas contained in the briefs submitted earlier by their parent bodies and they shared a common concern for greater faculty participation in university government, believing that this would result in improved administration and government. The Calgary members of the Joint Committee were also concerned about a large measure of autonomy for each provincial university, feeling this to be fundamental to a first-class university system. The representatives of the Board of Governors were particularly anxious to create a system which would handle ever-increasing numbers of students, and tended to see this as being effected through a system built

along what might be called business lines, with an advisory role for the faculty.

At the meetings of the Joint Committee these ideas came together and, although complete unanimity was not reached, there was considerable agreement for :

1. A high level of autonomy for Calgary and other new universities of the future;
2. A new agency, the Universities Commission, which would study and recommend to the government upon the fiscal requests of the universities;
3. Continuing the Co-ordinating Council as an academic link between the universities and as an agency for carrying out professional examination and certification;
4. Defining the functions and relations of the various units of government more precisely by statute in order to improve communication and decision-making in the universities;
5. Providing for a high level of university-community interchange by establishing a more effective Senate at each university;
6. Decentralizing the government of the universities and providing for more responsibility at lower levels; for example, by giving the President powers of delegation denied him in the former Act.

The report of the Joint Committee was completed in October, 1965, and subsequently was approved in principle by the Faculty Associations on both campuses. The Board of Governors expressed reservations about certain points in the report, notably the recommendations for academic membership on the Boards and the Universities Commission, and the omission of a statutory provision for a fiscal Vice-President at each campus. The Board of Governors then prepared a separate report which, aside from differences stated above, was essentially the same as that of the Joint Committee. The Board's report was discussed by the Joint Committee and by the executives of the Faculty Associations. Briefs were then prepared on the outstanding points of difference between the reports of the Joint Committee and the Board. These briefs, and the two reports, were sent to the provincial government, which then prepared a draft Act. The provincial government provided opportunities for the parties concerned to review the draft Act and make representation to members of the provincial cabinet. Subsequently, changes were made

in the draft, notably the inclusion of academic membership on the Board. After presentation to the Alberta Legislature, Bill 77 became law on April 1, 1966. With its passage, the University of Alberta, Calgary, became The University of Calgary.

The Universities Commission

According to the new Act, the Universities Commission is to enquire into the financial needs of the universities, to advise the provincial government of these needs, to divide among the universities the monies and properties received by the Commission, and to gather and make available information relating to the universities. The Commission is also authorized to regulate or prohibit the establishment or expansion of facilities or programs of study by any university, so as to avoid undesirable or unnecessary duplication of similar programs already provided elsewhere. The Commission is composed of the Chairman, who is appointed by the Lieutenant Governor in Council, the Deputy Minister of Education, the Deputy Provincial Treasurer, and six other persons to be appointed by the Lieutenant Governor in Council.

The Joint Committee envisioned the Universities Commission as an intermediary body between the provincial government and the universities, following the model in the United Kingdom. One of the Commission's powers, which seems out of line with this concept, is the statutory right to prohibit new development on grounds of duplication. This power might best have been left implicit rather than explicit, expressing itself through the Commission's control of funds over a period of time, giving each university, and particularly a new one, the chance to develop its own nuances or style in a program, rather than making it possible to prohibit a proposal at the outset because it seemingly resembled something done elsewhere.

In the opinion of the Joint Committee, the development of a co-ordinated system of higher education was to be encouraged by the Universities Commission, but with every regard for the planning at each university. This planning, in turn, should be concerned not only with the university's needs as an institution, nor only with the needs of a particular region, but with those of society in its broadest sense. Possible areas of overlap or disagreement between universities would be worked out in the Co-ordinating Council, which would then recommend to the appropriate General Faculty Council. This body would undertake planning details and carry these to its Board. With the approval of that body they would go to the Universities Commission.

Under the new Act, the Universities Commission is an entirely lay group. The Duff-Berdahl Report suggests that for bodies such as the Universities Commission to become an effective middle ground between university and government, the academic community should be adequately represented, with the academic members providing expert opinion on the implications of fiscal decisions on the internal workings of each university.² The Joint Committee recommended that there be two representatives from each university on the Commission; the one to be a faculty member other than the President, nominated by the General Faculty Council; the other to be a lay member of the Board other than the Chairman, nominated by the Board. The absence of academic members may prove to be particularly unfortunate in the early years of the Alberta Universities Commission when it is trying to establish effective policies and procedures for the development of universities in Alberta.

Another item of interest is the high proportion of civil servants on the Commission. Besides the two Deputy Ministers, the Chairman and one other member have been or are civil servants, the Chairman being the former Deputy Minister of Education. Such a composition makes it quite possible that the Commission will function more as a superboard or a department of university affairs than as an intermediary body between the universities and the government. Furthermore, the Duff-Berdahl Report suggests that lay members who are not active political figures or civil servants have greater flexibility in making decisions than those who might feel bound by current government policies.³

The Board of Governors

Although the powers of the Board ultimately must be judged against those of the Commission, according to the new Act a separate Board of Governors is ultimately responsible for the management of each university. The Board's emphasis is essentially fiscal, but it holds the residual power of the university. The General Faculty Council is charged with responsibility for academic affairs, subject to the authority of the Board. Each Board is composed of fourteen members: a Chairman, appointed by the Lieutenant Governor in Council; the Chancellor and the President of the University; and eleven other persons appointed by the Lieutenant Governor in Council. Of these eleven, two are to be members of the

² Duff, Sir James, and Robert O. Berdahl, *University Government in Canada*, The University of Toronto Press, 1966, pp. 78-79.

³ *Ibid.*

Alumni Association of the university, nominated by the Alumni; one is to be a member of the Senate, nominated by those of its members who are not staff members at the university; and two are to be from the academic staff of the university, nominated by the General Faculty Council.

One of the major points of discussion in the meetings of the Joint Committee was the relative powers of the Board and General Faculty Council. Much attention was paid to the meaning and implication of terms such as academic and fiscal, as well as control, authority, and management. Eventually, it was more or less agreed that acute distinction was neither possible nor desirable and that the basic need was for adequate communication prior to final decision by the Board. Implicit within the new Act is a referral system between the Board and General Faculty Council on all matters of strong mutual interest. The General Faculty Council is given appreciable initiative and wide recommending power. The Board has the power of approval or decision. The system will be discussed more fully later under the section on the General Faculty Council.

For some reason, despite its good consultation record during the period just prior to the final formulation and passage of the Act, the government of Alberta did not consult the President of the University of Calgary about the appointments to the first and very important Board of Governors of that university. The free nominees who have been appointed by the Lieutenant Governor in Council are heavily representative of business, so that the Board, to some degree, reflects that lack of variety which Duff-Berdahl found common at Canadian universities. The Duff-Berdahl Report recommends that the window to the world be wider open.⁴ Perhaps labour, and other groups whose interest in urban universities should be particularly strong will petition the Lieutenant Governor in Council with nominees for future Board appointments.

The General Faculty Council

As mentioned above, the basic task of the General Faculty Council is the conduct of the academic affairs of the university, subject to the authority of the Board of Governors. Specifically, the new Act gives the General Faculty Council statutory recommending powers to the Board on such matters as academic and campus planning, the building program, the budget, the regulation of residences and dining halls,

⁴ *Op. cit.*, p. 19.

procedures in respect to appointments, promotions, salaries, tenure, dismissals, and any other matters considered by the General Faculty Council to be of interest to the university. Under the new Act, the General Faculty Council has also been empowered to exercise control over student affairs.

Each General Faculty Council is composed of three kinds of members: ex officio, elected, and appointed. The ex officio members are to be the President, who will be Chairman, the Vice-Presidents, the Dean of each Faculty, the Director of each School, the Chief Librarian, the Director of Extension, and the Registrar. The elected members are chosen by the various Faculties and Schools in proportion to the number of academics therein, and, in total, are to be twice the number of ex officio members. The appointed members are named by the ex officio and elected members in such numbers and for such terms of office as these members shall decide. The General Faculty Council at Calgary recently resolved that the total number of ex officio and appointed members shall always be one less than the elected representatives on Council. Whether this kind of proportion would be likely to maintain the statutory voting ratio at all universities is uncertain in view of the often higher absenteeism of the elected members.

Under the new Act, many areas which formerly were not clearly specified as to responsibility, or were solely under the jurisdiction of the Board, are now subject to statutory recommendation by the General Faculty Council. Certainly the Board may still initiate, but the Act specifies consultation with or recommendation from the General Faculty Council on academic matters in the broad sense. If the Joint Committee discussions and reports are to be a guide, the idea is to create a referral process whereby the General Faculty Council will plan and recommend upon academic matters to the Board. The Board will make decisions on these and also will refer academic matters of interest to it to the General Faculty Council for recommendation prior to decision. The hope is that this referral process will improve communication between the Board and the academic arm of each university. It should also provide for a wider sampling of informed opinion and increase faculty and Board understanding of university problems.

The relationship between the General Faculty Council, the President, and other parts of the university have also been clarified appreciably under the new Act. The wide recommending powers of the General Faculty Council tie it rather closely to various administrative officers and units

and presumably will clarify its relationship with them, providing General Faculty Council members wish to make effective use of their powers and responsibilities. So far as its relationships with the President are concerned, under the new Act the President is Chairman of the General Faculty Council and in a position to ask for or receive its recommendations whenever appropriate. The President can disagree with any recommendations that the General Faculty Council wishes to refer to the Board. Under these circumstances the Board may very well have a much fuller understanding of the problems involved.

The impression should not be left that all relationships between the major administrative units of the university and the General Faculty Council are reasonably clear. For example, the new Act states that the Dean's Council, an advisory body to the President, to the Board, and to the General Faculty Council, has such powers, duties and functions as may be delegated to it. A variety of governmental contortions are possible under the delegation part of this clause.

An area where the General Faculty Council faces unusual challenge is in student affairs, formerly theoretically under the jurisdiction of the Senate. The management of student affairs now rests in the hands of a special General Faculty Council Committee on Student Affairs consisting of representatives of the student body, the faculty, and those administrative officers responsible for the various aspects of student affairs in the university. This Student Affairs Committee should be able to manage the traditional areas of student involvement, but whether this body will be able to accommodate the growing student demand for a wider voice in university affairs is uncertain.

During the proceedings leading up to the passage of the new Act, the students at Edmonton made vigorous representation for membership on the Board of Governors and on the General Faculty Council. In Calgary, student interest was confined largely to representation on the General Faculty Council. The student representations were not supported by either the Joint Committee report or the companion report of the Board of Governors. The Government made the decision not to give the students membership on the Board. However, the Act places the General Faculty Council in something of a conundrum by stating that students can become members if the ex officio and elected members of the Council so decide. The General Faculty Council at the University of Calgary has reacted by recently recommending that three students be given membership on the senior academic body at that university.

The Faculty Council

Still subject to the overriding authority of the General Faculty Council, the Faculty Councils have been given some additional power under the new Act, one aim being to keep down the work load of the senior council of the university. For example, each Council can authorize the granting of degrees in course to persons in branches of learning appropriate to the Faculty.

Under the former Act, membership on Faculty Council was largely tied to seniority, although it was possible to appoint some assistant professors. Now, membership extends to all full-time staff of the Faculty. Representatives of the appropriate professional and other groups may be appointed by each Council. The Graduate Council is an exception. The Dean and the President are the only statutory members. Others are appointed by the General Faculty Council.

When the widening of Faculty Council membership was discussed by the Joint Committee, faculty organizational and government problems were predicted because of the large number of people eligible for membership, particularly in the Faculty of Arts and Science. Problems did arise, for a variety of reasons, with a number of different kinds of organizations being suggested by different staff members.

After some months of discussion, the Faculty of Arts and Science at Calgary has recently approved a system which may make it possible to avoid a series of schisms into smaller more narrowly specialized academic and administrative units as the growth of the Faculty continues. The basic unit of government will be an executive committee of approximately twenty people, consisting in part of members elected by the Faculty Council as a whole, and in part of members elected by the Dean's Advisory Committee which is composed of all Heads of Departments. A variety of standing committees will recommend on such matters as academic planning and admissions.

The Faculty will continue to be headed by one Dean. He will be assisted by a number of Vice-Deans, who might be said to have both horizontal and vertical responsibilities within the Faculty. For example, one Vice-Dean might be largely responsible for planning and represent the humanities. The hope is that this system will obviate the possibility of division into Faculties of Humanities, Social Science, Biological Science, Physical Science or other more specialized units.

and so enable the Faculty of Arts and Science to remain an academic entity, with all the various disciplines and sub-disciplines participating in the continuing formulation of a reasonably flexible curriculum, liberally and professionally advantageous to the student. At the same time the system could provide a framework wherein administrators will not be overly embroiled in a great variety of responsibility and detail, to the detriment of much creative thought, administrative or scholarly in kind.

The Senate

The functions of the Senate are basically the same as under the former Act, although it no longer has jurisdiction over student affairs. The basic duty of the Senate is to enquire into any matter which might tend to enhance the usefulness of the university. A separate Senate has been created at each University to carry out this function. This body can require reports from the various Councils of the university, and arrange for such activities as public meetings, radio and television programs. The Senate may also submit reports and recommendations on these matters to the Board, the General Faculty Council, the Universities Commission, and the Co-ordinating Council.

Membership now includes a small proportion of statutory members, such as the Chancellor, the President, the Vice-Presidents, and the Director of Extension (Continuing Education at Calgary). Other members are appointed by the Dean's Council, the Board of Governors, the General Faculty Council, the Alumni Association, the Universities Commission, and the Student Council. The ex officio and appointed members of the Senate are empowered to elect thirty other members representative of affiliated colleges or institutions, geographical areas, and groups and organizations with an interest in the university.

The Joint Committee recommended a change in the composition of the Senate in the hope that it could take a more vigorous approach to its role as a liaison group between the university and the public. A narrowing of its functions, and provisions for an executive committee with funds for a staff and other needs, hopefully will help the Senate to carry out this role more forcefully and effectively than in the past.

The President

Under the new Act, the President remains the chief executive officer of the university with the additional title of Vice-Chancellor. The President also retains general supervision over academic work,

instructional staff and other personnel connected with academic affairs. A new clause gives him general supervision over the business affairs of the university.

The Joint Committee envisioned the President as a servant of both the Board and the General Faculty Council. Both the Board and the Council were to be involved in his appointment and on their joint behalf the President was to supervise and direct the operations of the university. In order to formalize this relationship, the Joint Committee recommended that the President not only have such powers, duties and functions as may be assigned to him by the Board, but also as assigned by the General Faculty Council. In addition, the Joint Committee recommended that there be a statutory provision that no person should be appointed President who had not been first nominated by a committee consisting of three members appointed by the Board and three members appointed by the General Faculty Council. Similar procedures were recommended for the President's removal. However, the provincial government did not approve of a powers, duties and functions clause for the General Faculty Council. Nor did it make statutory the recommendations for the appointment and removal of the President.

The changes in the Act should make it possible to reduce the excessively high work load of the President, for he has been given very wide powers of delegation. According to the Act, the President may delegate any of his powers, duties or functions as he sees fit, and prescribe conditions appropriate thereto. The appointment of a number of administrative officers to carry out special duties assigned by the President need not unduly sensitize the General Faculty Council, as its powers to recommend on academic affairs, in the broad sense, are statutory. A workable referral system should be possible in many areas of interest to the President, various administrative officers and the senior academic body of the university.

The former Act made the relationship between the senior business officer and the President rather uncertain in that the Board appointed this individual and specified his term of office. The senior business officer also had general jurisdiction over properties, revenues and business affairs of the university, including a general supervision over servants and employees. The new provision giving the President general supervision over business affairs obviously clarifies lines of authority and seems more appropriate to a university, for it formally ties fiscal

operations to the President and so to the academic functions for which the institution basically exists.

The Co-ordinating Council

The role of the Co-ordinating Council is to provide for liaison between the various provincial universities on matters which would be assisted by co-operative decision and to recommend to the universities on these matters. In addition, the Council is charged with determining minimum standards of affiliation of colleges or other institutions with the universities, with making recommendations on such affiliations, and with the responsibility for conducting professional examination and certification.

The Co-ordinating Council is composed of the President and the Vice-President (Academic), two Deans, and two other members of the academic staff of each university to be appointed by the General Faculty Council, and not more than three other members of the academic staff of each university to be appointed by the Co-ordinating Council itself.

The creation of a Co-ordinating Council, with recommending powers only, was a deliberate attempt by the Joint Committee to leave as much autonomy as possible with each university. At the time of the Joint Committee meetings, it also was thought important that the Co-ordinating Council have a limited relationship with the Universities Commission. The Council was envisioned as a place where business of common interest could be discussed, with recommendations being channelled to the General Faculty Councils and the Board of Governors of the separate universities.

The universities' best hope of maintaining maximum independence of governmental control lies in their ability to take united stands on issues, based on careful and objective studies.⁵

Conclusion

Only time will make it possible to evaluate the over-all effectiveness of the new Universities Act of Alberta. One of the most interesting aspects will be the way the various upper level bodies such as the Universities Commission, the Boards, the Co-ordinating Council and the General Faculty Council, do in fact evolve, especially in the light

Op. cit., p. 75.

of future relationships with, and the demands of the provincial government. The general applicability of the various provisions of this Act must, of course, be judged against the special circumstances holding at other places and institutions.

D. F. Macintosh (Queen's)

J. G. Nelson (Calgary)

THE UNIVERSITY OF VICTORIA

Victoria, British Columbia

***invites applications
for the position of***

DIRECTOR OF THE SCHOOL OF NURSING

The School enrolls its first students this fall. Its Director will enjoy wide opportunities to share in the development of curriculum and the establishment of policies for growth. Candidates should have had successful experience in Hospital Administration and Education, and preferably hold a Doctoral degree. Salary commensurate with training and experience. Attractiveness of the University's setting on Vancouver Island enhances a broad program of Faculty benefits.

Please address all enquiries to :

Dr. Malcolm G. Taylor
President of the University of Victoria
VICTORIA, B.C.

PARLIAMENT AND THE CONTROL OF UNIVERSITY EXPENDITURE IN THE UNITED KINGDOM

Edward J. Monahan

In August of this year, the Right Honourable Anthony Crosland, Secretary of State for Education and Science, announced in the British House of Commons a change in government policy towards universities. Effective January 1, 1968, the books and records of the British universities and the University Grants Commission were to be open to government audit and inspection. The present system of providing block quinquennial grants to the universities through the U.G.C. was to be continued. But it would now be a condition of the grant that university books and records in respect of the grant be open to inspection by the Auditor General.

For members of the Canadian university community, accustomed to expect that universities which are heavily dependent upon the public purse report directly to government on their finances, this decision may appear to have little significance, particularly since it removes a long-standing anomaly in British government procedures. However, the British academic community has been greatly concerned over this matter and, with the increasing dependence upon the governments of Canadian universities, there may be some lessons in it for Canadians. The following is a brief account of the background to the August announcement.

At the present time (as in Canada) universities in the United Kingdom derive a very large proportion of their funds from the public purse — about 90% of their capital funds and about 70% of their operating funds. These funds are provided by parliamentary grants accounted for by the Department of Education and Science. The sums are not paid directly to the universities, however, but are transferred to a deposit account from which issues are made by the Department upon recommendations by the University Grants Committee. In this instance, as in others, the U.G.C. functions as a “buffer” between the government and the universities.

Public support of the universities has grown very rapidly since the end of World War II. In 1945-46, the total of the grants to universities

was £m.4.3, including £m.3.7 in recurring grants and £m.0.6 in capital grants. By 1966-67 this had risen to an estimated £m.211.0 — £m.134.5 in recurrent grants and £m.76.5 in capital grants.

With this dramatic rise in the amount of the grants (more than trebled in the period, 1960-61 — 1966-67), came increased pressures for greater accountability. Very large sums of money were involved and both parliament and the public expressed their concern that the monies should not only be wisely spent but that they should be seen to be wisely spent. While each university had its own auditor, responsible for a regular audit of the accounts; and the U.G.C. was in a position to supervise the general financing of the quinquennial grants, the government itself had no direct access to the accounts of the universities.

The Auditor General was not without information concerning universities expenditures. Besides the universities' own published audits and the reports of the U.G.C., he did examine the records maintained by the Department of Education and Science and he could ask the D.E.S. to obtain from the U.G.C. such supplementary information as he might require. However, the Auditor General has been unable to report to parliament from his own independent inspection on the operation of the U.G.C. system of financial control or on the expenditures by the universities out of grants.

For fifteen years successive parliamentary Committees on Public Accounts have expressed concern over the continued exemption of the universities from examination by the Comptroller and Auditor General. It constituted the sole exemption to the general rule that, when grants in aid from the government become the major source of income for an agency, the agency is required to provide access to its books by the Auditor General.

The matter came to a head in the fall of 1966 when the Public Accounts Committee established a special parliamentary enquiry. Meeting over a period of three months, the Committee received briefs and heard testimony from interested groups and individuals. The testimony, along with the Special Report the Committee issued early in 1967, is published in a volume of more than 300 pages, much of it double column, of that exquisitely tiny type so familiar to readers of government documents.

The Committee saw its task as an inquiry, to see whether the proper demand of Parliament for assurance that public

funds are spent by the universities with due regard to economy and efficiency can be reconciled with the proper demand of the universities that academic freedom be preserved; and to consider whether the present arrangements (for accountability) achieve the best possible balance between these two demands. (p. vii)

From a study of the hearing, it would be relatively easy, though probably quite unfair, to reach the conclusion that the Committee had already made up its mind before the enquiry was begun. Their acknowledged general approach to the task provides a good clue to the final result. Two approaches are mentioned as possible alternatives. In the first, taking the position that the present financial arrangements are working well and are capable of improvement, the onus is placed on those who would propose any substantial change. In the second, taking the position that these present arrangements constitute an increasingly significant exception to the normal requirements of Parliament, the onus is placed on those who would urge maintenance of the present policy.

Having opted for the latter approach, it comes as no surprise that, despite the all-but-unanimous testimony they heard in support of maintaining the exemption, the Committee recommended that the exemption be withdrawn. One of the most striking aspects of this enquiry is that the minority opinion represented in the hearings came to be the one adopted unanimously by the Committee in its recommendations.

Those supporting, with various qualifications, maintenance of the present system constitute a formidable array of academic talent. The present chairman of the U.G.C., Sir John Wolfenden, the Committee of Vice Chancellors, a group representing the Association of University Teachers, two former chairmen of the U.G.C. (Lord Heyworth and Lord Murray), a former Chancellor of the Exchequer and Minister of Education (Lord Butler), Lord Franks, and Lord Robbins — all were opposed to granting the Auditor General direct access to the books of the universities and the U.G.C. Even the Permanent Under-Secretary of State, Department of Education and Science, Sir Herbert Andrew, expressed serious reservations about making any substantial changes. Indeed, only one witness before the Committee spoke strongly in favour of change, Lord Bowden, Principal of the Manchester University Institute of Science and Technology.

In its Report, the Committee acknowledges four principal arguments of those opposed to giving direct access to the books: it will produce interference in matters of academic freedom and policy; an extension of control over the universities by the government and the U.G.C.; a reduction in the authority and prestige of the U.G.C.; and serious damage to the morale of university staff. The Committee admits that such fears are genuinely and widely held. After (as it says) examining them all with great care, however, the Committee expresses its judgment that these fears are in large measure due to misapprehensions regarding the proposals and rejects them.

A major difficulty facing the Committee, indeed all who undertake to examine the matter, is that one is dealing with future possibilities, the consequences which might follow from a practical policy decision. In this area even the wisest and most experienced is reduced to making a prognosis.

Those who supported the continuance of the present policy exempting the universities from direct accountability admitted deficiencies in university financing and accounting. They readily acknowledged that such defects should be remedied. But they insisted that improvements could be effected from within the existing accounting procedures, without the introduction of an independent audit by the Auditor General, and candidly expressed their judgment that the introduction of a new policy, without providing any better prospect for continued refinement of accounting and financing practices of the universities, would introduce a wholly new situation from which seriously adverse academic consequences might follow. Putting their position at its minimum, supporters of the *status quo* argued that a new procedure would not produce greater efficiency in financing but might produce potentially harmful academic consequences.

Supporters of the movement for a change accepted without qualification the desirability of maintaining in the universities a proper measure of academic freedom. However, they insisted that this could be maintained while introducing a new system of financial accountability calculated to improve efficiency and abolish an anomaly.

A central issue in this argument concerned the question of whether the Auditor General's direct interest in the *financial* affairs of the universities would be likely to have any adverse effect upon their *academic* affairs. All parties agreed that such an effect would be

undesirable. The Auditor General was certain that his interest in finances would not adversely affect academic policies. The academics were not convinced.

Certainly, the issue is a real one. If, for example, the Auditor General were to discover from his audit that the cost per undergraduate student at University Alpha is one third higher than for undergraduate students at Universities Beta through Omega, he is bound to query this 'irregularity'. If his enquiry is met with the explanation that Alpha's concept of proper undergraduate training involves a very low student-tutor ratio and very heavy outlays for library resources, then this is an academic rather than a financial matter and the Auditor General will have received an adequate response. Thus satisfied he will be no further concerned. But will others? Those in the universities and those who value the universities are not readily assured on such a point.

A good illustration of this uneasiness, and of the difficulty of sustaining it, is found in the testimony before the Committee of the Permanent Under-Secretary of State for Education and Science, a person who is not an academic but a senior civil servant. The following is an excerpt from his testimony:

(Chairman) . . . you say in your memorandum . . . that the present arrangements give a certain amount of confidence to the universities in respect of their independence, and then you go on: "The Department takes the view that any alternative system should give a corresponding assurance." Do you despair of the possibility of working out a corresponding system or conventions governing the matter?

(Under-Secretary): This is a difficult question. I cannot despair; I may be instructed to do it . . . I must do my best, but my own view is that it would be a matter of extreme difficulty, and if I might add this, because I think it is important, I think, as I said in the beginning, that it would alter the relationships and arrangements (between the Department, the U.G.C. and the universities) very extensively indeed . . .

(Chairman): But you do contemplate the possibility that conventions giving the equivalent assurance might well be drawn up, or "evolved", is probably a better word?

(Under-Secretary): That puts it too optimistically, Sir. I cannot say it is impossible to do it. I cannot prove a negative. I have so far seen no way of doing it and I would expect it to be a very lengthy and complicated task.

(Chairman): But it is a possibility?

(Under-Secretary): I cannot say it is impossible. (pp. 203-4)

Perry Mason fans will recognize the well-known investigative procedure of 'leading a witness'. Yet the difficulty remains.

Following the hearings and its deliberations, the unanimous recommendation of the Committee was that the C. & A. G, should be given access to the books and records of the U.G.C. and the universities, a recommendation the government accepted.¹

This episode has no direct application to the Canadian scene. Yet its meaning and implications might well provide members of the Canadian university community with food for serious thought. The principle of public accountability for public funds, even when these are provided to autonomous universities, is not likely to be challenged by many; though persons will differ in their judgment as to the most appropriate means of implementing such a principle. But here is an instance in which government, quite legitimately to be sure, chose to make a decision affecting universities against the all-but-unanimous advice of responsible members of the university community. Whether such a decision will prove in the long run to be correct remains to be seen. However, university people are not likely to be reassured by such a decision.

In Canada today universities and governments are engaged in the process of evolving suitable structures and procedures for the development of proper relations between the two groups. To achieve this end, members of the university community and members of government need to reflect seriously on the complex issues involved. These recent events in the United Kingdom provide a very useful entry in the case book which could be compiled to assist us in our reflections.

Edward J. Monahan

¹ For some trenchant dissenting comments on a number of matters dealt with in the Report, see Max Beloff, "British Universities and the Public Purse," *Minerva* Vol. V (Summer 1967), 520-532.

C.A.U.T. POLICY STATEMENT ON SABBATICAL LEAVE

(The following statement, prepared by Professor Marion Smith, University of Manitoba, was adopted by Council at its June, 1967, meeting and becomes the policy of the Association.)

To be of maximum value to his university, a faculty member must do a conscientious job of teaching, must devote time to his students, must participate in wider university affairs and must be a first-rate scholar. If he fails to do any of these things, he is not realizing his full potential. Further, participation in wider university affairs involves the faculty member not only in the work of the departmental and university committees but also in services to learned and professional societies at the national and international levels.

The only long-term solution to the problem of maintaining academic excellence in the face of mounting pressures within the university is a realistic sabbatical leave policy which encourages all faculty members to take sabbatical leave at intervals frequent enough to enable them to maintain their effectiveness as teachers and as scholars.

The first step towards establishing such a realistic policy is to eliminate, insofar as possible, foreseeable obstacles to taking regular leaves at regular intervals. To that end it is essential that the faculty member be at no financial disadvantage by reason of going on sabbatical leave. Therefore, his leave should be in no way dependent on his receiving financial assistance from sources outside the university, since grants from such sources vary greatly in availability and in amount from discipline to discipline.

Nor should the granting of leave be contingent on the approval of a particular research project by the faculty member's Department Head, Dean, or any other administrative officer or committee. It is reasonable to expect the faculty member to submit a general statement of intention before going on leave and a brief report when he returns from leave, but it should be recognized that the best judge of the activities which will enable him to return refreshed to his teaching and research is the faculty member himself. Insistence on the submission of an "acceptable" project can constitute an encroachment on freedom of inquiry.

University budgeting should make provision for adequate replacements for faculty members on leave of absence, and it should not be the responsibility of the faculty member to secure such a replacement. Nor should the colleagues of the faculty member on leave be expected to share the burden of his teaching.

The faculty member makes his contribution to the advancement of learning not only through the particular institution of which he is a member but, both through his publications and his teaching of future scholars, to the wider community of knowledge. This wider contribution, in turn, enhances the reputation of his university. Therefore, sabbatical-leave regulations, when established, should not be applied in such a way as to constitute a barrier either to mobility or to the taking of leave at regular intervals.

After the normal six years of service a faculty member stands in equal need of refreshment whether that service has been rendered to a single university or to two or more. If he is required to defer his leave beyond that period because he has moved from one university to another his present institution will suffer from his diminished effectiveness as a teacher and scholar, and the faculty member himself, his university, and the wider community of learning will all lose by the deferment of his research and writing.

In applying the requirement of a fixed period of service before granting sabbatical leave, therefore, full credit should be given for service at other universities. Such a policy is not likely to add substantially to the cost of a sabbatical-leave program, particularly when it has been put into effect at a number of universities.

Recommendations

1. At every university, a systematic policy of sabbatical leaves should be clearly formulated in an official statement and made known to members of the administration and to present and prospective members of faculty.
2. The university's plans for budgeting and staffing should make provision for all members of the academic staff to take sabbatical leave at regular intervals of not more than six years.
3. All full-time members of the academic staff should be eligible for sabbatical leave after a prescribed period of service at any recognized

university or universities, not merely at the institution of which they are members at the time of applying for leave.

4. A staff member should have the option of taking a full year's leave after the prescribed period of service or a half-year's leave after half the prescribed period.
5. A staff member who takes sabbatical leave should be assured of receiving an amount at least equal to his full annual salary, plus legitimate travel costs and other expenses necessitated by the academic purposes for which he is taking leave. A staff member going on leave should be expected to apply for financial assistance from sources outside the university. Nevertheless his taking of leave should be in no way dependent on his receiving such assistance.
6. The university should be prepared to assist a staff member on leave with the expenses of necessary travel at the rate of economy air fare to his most distant destination and return, should he be unable to secure a travel grant from other sources sufficient to cover such costs.
7. The granting of sabbatical leave with full financial support as outlined in recommendation 5 should not be conditional on the staff member's having a particular approved research project. The staff member should, however, provide the university with a general statement of his sabbatical leave program before he goes, and a brief report when he returns.
8. A staff member should not be required to return to the university which has granted him sabbatical leave, nor should he use his leave for the purpose of seeking a post elsewhere.
9. Apart from such casual remuneration as fees for lectures, reviews and the like, a staff member on sabbatical leave on full pay should not accept paid employment, or, if he does so, he should refund to the university his stipend or a portion of it equivalent to the amount he earns while on leave.
10. For purposes of pension contributions, insurance, medical and disability benefits, salary increases and promotions, the staff member on sabbatical leave should be regarded as a full-time member of the academic staff.

DECLARATION DE PRINCIPES SUR LES REGIMES DE CONGE SABBATIQUE

Le professeur d'université qui, pédagogue consciencieux, consacre également de son temps à ses étudiants, qui prend part à une gamme étendue de travaux universitaires et se range parmi les universitaires de première force, dans ces conditions, le professeur apporte à l'université une contribution du plus haut degré. Qu'il s'abstienne de l'une de ces obligations, il ne s'acquitte alors que d'une partie de ses fonctions. En outre, la participation d'un professeur à un ensemble varié de travaux universitaires dépasse la seule collaboration au travail des comités de son département et de son université. Les sociétés savantes et les organismes professionnels des secteurs national et international sollicitent son concours.

Devant les exigences du travail à l'université, une seule solution à long terme s'impose, qui permet de pallier à la difficulté de maintenir le niveau des qualités d'excellence d'un professeur. La solution réside dans l'application d'un régime effectif de congé sabbatique : celui-ci doit inciter tout professeur à demander un congé à des intervalles dont la fréquence soit telle que le professeur puisse ainsi conserver le même degré d'excellence comme pédagogue et universitaire.

Une première étape précède l'établissement d'un régime effectif de congé sabbatique : tâcher d'éliminer dans la mesure du possible les obstacles prévisibles qui empêcheraient tout professeur de bénéficier régulièrement d'un congé à des intervalles fixes. Ce but ne saurait se réaliser, et c'est essentiel, si le professeur en congé sabbatique se trouve dans une situation financière désavantageuse. Par conséquent, un congé ne doit sous aucune raison être accordé à la condition que le professeur reçoive une aide financière de l'extérieur. Les subventions octroyées par ces mécènes varient en nombre et en valeur selon la discipline.

Les dispositions du congé sabbatique ne doivent pas stipuler que le professeur est tenu de faire accepter un projet précis de recherche qu'il aurait soumis à son directeur de département, ou au doyen, ou à un comité, ou à tout autre membre de l'administration. Il est tout à fait dans l'ordre toutefois que le professeur donne un aperçu de ses projets et qu'au retour il dépose un bref rapport de ses travaux. Nous devons reconnaître que le professeur est le meilleur juge susceptible de déterminer, pour lui comme pédagogue et chercheur, la nature de ses

travaux de recyclage. Insister sur la nécessité de présenter un projet de recherche *acceptable* constitue une usurpation du droit à la liberté de recherche.

Les universités doivent inscrire à leur budget des sommes qui seront allouées aux substituts des professeurs en congé sabbatique. Il ne revient pas au professeur de trouver son remplaçant. De plus, les tâches d'enseignement du professeur en congé ne doivent pas être distribuées entre ses collègues.

Le professeur d'université participe à l'avancement des connaissances au sein de l'université où il travaille. Le professeur apporte aussi sa contribution à l'ensemble du savoir et à la société à travers ses publications et par son enseignement à des universitaires de demain. La réputation de l'université se fonde à son tour sur la renommée de ses professeurs qui sont connus par leurs publications et leur enseignement. Par conséquent, les dispositions du congé sabbatique, lorsque mises en vigueur, ne doivent d'aucune façon devenir un obstacle à la mobilité ou restreindre la fréquence des congés à des intervalles fixes.

Après six ans de service, un professeur a un aussi grand besoin de recyclage, qu'il ait été employé durant cette période à une seule université, à deux ou plus. Qu'on lui impose de retarder son congé sabbatique parce qu'il est passé d'une université à une autre, l'université à laquelle il est attaché subira les conséquences : son degré d'excellence comme pédagogue et universitaire sera moindre; le professeur lui-même, l'université, la société porteront le poids de cette perte par la remise à plus tard de ses recherches et de ses écrits.

Lors de la mise en application des dispositions du congé sabbatique qui stipulent la durée fixe du service requis pour présenter une demande de congé, il faut tenir compte de toutes les années de service à d'autres universités. L'adoption d'une telle politique ne semble pas ajouter tellement au coût du régime de congé sabbatique, particulièrement lorsque des régimes similaires sont appliqués à un certain nombre d'universités.

Recommandations

1. Toute université doit formuler clairement une politique arrêtée de congé sabbatique. Cette politique doit faire l'objet d'un communiqué officiel. Les membres de l'administration, les professeurs actuels et les professeurs éventuels doivent être mis au courant de cette politique.

2. La préparation des budgets et le recrutement du personnel enseignant doivent être déterminés en tenant compte du régime de congé sabbatique qui permet aux professeurs de bénéficier d'un congé à des intervalles fixes ne dépassant pas six ans.
3. Tout membre du personnel enseignant doit pouvoir présenter une demande de congé sabbatique à la fin de la période de service prescrite, que ce professeur ait été employé durant cette période à une ou plusieurs universités reconnues. Ce qui signifie que l'on ne doit pas compter uniquement les seules années de service à l'emploi de l'université où le professeur soumet sa demande.
4. Tout professeur doit pouvoir opter entre un congé sabbatique d'une durée d'un an à la fin de la période prescrite de service et une demi-année de congé à la terminaison de la moitié de la période prescrite.
5. Durant la durée du congé sabbatique d'une année, tout professeur doit recevoir un montant au moins égal à son traitement annuel total, plus une somme égale au montant de ses frais de transport et des autres dépenses entraînées par ses travaux au cours du congé. Tout professeur qui compte bénéficier d'un congé doit tenter d'obtenir une aide financière de l'extérieur. Mais jamais l'obtention de subventions d'autres sources ne doit décider de son droit à un congé.
6. Si le professeur est incapable d'obtenir de l'extérieur une aide financière suffisante pour acquitter ses frais de déplacement nécessaire au cours du congé sabbatique, l'université doit être en mesure de défrayer le coût total ou la portion du coût total, suivant le cas. Le coût du transport est calculé par rapport au point de destination le plus éloigné : transport par avion, billet « aller et retour », classe touriste.
7. Le congé sabbatique, aux conditions d'assistance financière définies à l'article 5, ne doit pas être accordé à la condition que le professeur fasse approuver un projet de recherche. Le professeur doit néanmoins soumettre à l'université un aperçu des travaux auxquels il s'emploiera durant son congé. Au retour, il déposera un bref rapport.
8. Un professeur ne doit pas être tenu de retourner à la même université au terme du congé sabbatique. Toutefois cette période

de congé ne doit pas lui fournir l'occasion de chercher un emploi ailleurs.

9. Exception faite d'honoraires casuels retirés de quelques cours, de comptes rendus de lecture ou autres, un professeur, durant un congé sabbatique, ne doit accepter aucun emploi rémunéré. Un professeur qui détient un poste rémunéré durant un congé sabbatique doit verser à l'université le montant de cette rémunération ou une somme équivalente au traitement que l'université lui verse durant ce congé.
10. Durant la période du congé sabbatique, tout professeur doit bénéficier de conditions d'emploi égales à celles de tout autre membre à temps complet du personnel enseignant. Ces conditions s'appliquent aux contributions versées au régime de caisse de retraite, aux assurances, aux régimes de frais médicaux et d'invalidité, aux augmentations de traitement et aux promotions.

ESSAYS ON ECONOMICS AND SOCIETY (2 vols.)

John Stuart Mill

Introduction by LORD ROBBINS
Textual Editor, JOHN M. ROBSON

These important essays include some of Mill's most original and valuable work, items which have not been republished since his lifetime. Unparalleled in the literature of his period, Mill's writings on economic theory will be of special interest not only to economists but to all students of politics and society in the nineteenth century.

(Collected works of John Stuart Mill,
Volumes 4 & 5)
\$25.00

Other volumes published in the
Collected Edition of the works of
John Stuart Mill:

Earlier Letters, 1812-1848

Edited by Francis E. Mineka
2 vols. (12 & 13) \$20.00

Principles of Political Economy

Introduction by V. W. Bladen
Textual Editor, John M. Robson
2 vols. (2 & 3) \$25.00



UNIVERSITY OF
TORONTO PRESS

BOOK REVIEWS — NOTES DE LECTURE

POWERS, PRESIDENTS, AND PROFESSORS

Nicholas J. Demerath, Richard W. Stephens and R. Robb Taylor

Basic Books, Inc., 1967

The authors, who are sociologists (originally at the University of North Carolina) are concerned with the administration of universities as seen sociologically, with particular attention to the administrative-professional relationship. They state that they have attempted to write for a variety of people concerned with the American university — trustees, administrators, faculty, etc. — as well as for sociologists and teachers of administration and therefore "... sociological jargon has been reduced to the minimum..." They have produced a volume which is quite readable and should be of interest to all the groups mentioned. Sociological jargon is almost entirely absent but probably even for a review it is essential to indicate what they mean by "collegialized management". They suggest that the creation and utilization of clear and known procedures for consultation, communication, and decision which serve to make easier and greater the faculty's participation in policy-making means to "collegialize" the university's management.

In Part I — The Introduction, the authors state that,

"The mixture of bureaucratic and collegial elements which structures the university as a managed organization gives rise to three questions: What are the outcomes? Is the mixture necessary? If it is necessary, what is the optimum combination of bureaucracy and collegium?"

It is these questions that they seek to answer in their study.

Part II — The Presidency: Power at the Top, is devoted to an analysis of the Presidency — how presidents are appointed and their relation to faculty and trustees, to administrative staff and to various publics. For this purpose they study the presidents of forty-five "major" universities (essentially large institutions with over 5,000 students) between 1930 and 1955. However, the material in this section comes from secondary sources — writings of the presidents, etc. — and not from any direct examination of the various presidents' activities by the authors.

It is Part III — Administrative Style and Its Effects : Succession at the Top of a State University, which will be of most interest to those concerned with university government. Here the authors describe what happened at the University of North Carolina (Chapel Hill) after that institution selected a new Chancellor in 1957. To determine the changes which resulted from the change in Chancellors (and in a number of other positions as well) the authors rely on a questionnaire circulated to faculty in 1956 and again in 1960, supplemented by interviews with faculty members. By 1960 the results showed that the faculty considered that they now had more influence on university policy, that the quality of the university (as an academic institution) had improved, and they were generally more satisfied. Interestingly this did not appear to be the result of more faculty participation but rather of more effective and efficient participation. In 1960 fewer faculty members were on committees and those who were were members of fewer committees than in 1960. It would appear that more business was being handled by administrators to the satisfaction of faculty members. Possibly the key is indicated by the following statement from the book Procedures by which budgets got made, academic policy issues explored, operating problems analyzed and decided were now spelled out for all to know. Administration was orderly . . .

Whether the concluding sentence of the book, "The evidence is clear : collegialized management is the *sine qua non* of educational innovation and excellence in our universities" is entirely justified by this single experience of one institution may be a matter of doubt. Nevertheless, it is pleasant to have at least this carefully documented account to support the position taken by so many faculty for so long. But the study does raise one interesting point whose ultimate consequences are difficult to predict when it indicates that

"As the faculty's involvement in day-to-day administrative process increased, the activities of its faculty "watchdog" agencies decreased. We refer to the local chapter of the American Association of University Professors, and in part of its function, the Faculty Council . . . AAUP meetings were said to be less well attended . . ."

E. D. Maher,
University of New Brunswick

STAFFING AMERICAN COLLEGES AND UNIVERSITIES

THE DEMAND FOR FACULTY AND OTHER PROFESSIONAL
STAFF IN HIGHER EDUCATION NOVEMBER 1963 THROUGH
OCTOBER 1969

James F. Rogers

Washington, Office of Education, U.S. Department of Health,
Education and Welfare, 1967.

Though they will not likely derive much comfort from its contents, persons concerned with the recruitment of professional staff for our colleges and universities can gather much useful data from this survey of the needs in American institutions over the period from 1963 to 1969.

There has been much talk about the escalating demand for professional staff in U.S. institutions of higher learning and a plethora of opinions expressed on the problem. Yet, as the author points out, to date no national-level comprehensive study has been done. This study fills the gap.

In a series of 47 tables detailed information is given about estimates of staff requirements broken down on the basis of type of institution (university, liberal arts college, teachers' college, community college, etc.), type of professional position (administration, academic discipline, etc.), and geographical region in the U.S. Data is also provided on part-time staff.

Some 1800 institutions are covered and these (in 1963) enrolled more than 97% of all students in U.S. colleges and universities. In 1963 these institutions employed nearly 350,000 professional staff (including nearly 85,000 part-time), of whom slightly more than 80% (284,698) were listed among the academic ranks and some 15% in the administrative cadres. The rest were classified as technical or semi-professional staff.

The institutions projected their total needs for new professional staff over the six-year period under a study at just under 200,000 — 51,438 for replacement purposes and 147,700 for additions to staff. However, this fearsome total represents only part of the problem. For these same institutions, while projecting an aggregate increase in full-time staff of

42.3% over the period, also projected a 61.1% increase in student enrolment over the same period.

The author of this report is content with the modest comment that, "the disparity between these two rates of increase seems to indicate continued reliance on part-time staff for a considerable portion of the work-load and it may indicate that the estimated needs for additional staff are somewhat conservative" (p. 9).

He might also have remarked that the quality of education could reasonably be expected to deteriorate, perhaps markedly, if these two projected increases do in fact occur. If the further expectation (also recorded), that there will be an increase in faculty time devoted to research, is fulfilled, the negative effect on the teaching function of the colleges and universities seems likely to be intensified.

Equally disturbing is the data on part-time staff. Already in 1963, part-time faculty comprised 26.6% of the total of those engaged in teaching, and this figure seems bound to go higher. Concerning this fact, Mr. Rogers remarks:

"The high type of the people available for part-time teaching in higher education may justify the institutions in following this practice . . . [However] institutions should be aware of the heavy administrative load which full-time staff must bear in order to maintain continuity of programs" (p. 7).

Students are already very aware of the burden they face when taught by part-time faculty in departments where the minimum degree of continuity is not effectively maintained.

The proportion of administrative staff to faculty, nearly 1 : 6, seems absurdly high and wasteful, though one wonders whether the proportion in Canadian universities is much better.

This report spells out clearly the staggering dimensions of the staffing problems currently facing U.S. colleges and universities. A careful statement of these dimensions will not by itself provide a solution; but it remains an indispensable ingredient for the development of a sound solution. Perhaps some day soon we in Canada shall arrive at this similar state of modest progress.

Edward J. MONAHAN.

IMPROVING COLLEGE TEACHING

Edited by Calvin B. T. Lee

Washington, American Council on Education, 1967

This volume is an outgrowth of the 1966 Annual Meeting of the American Council on Education. Though intended primarily for academic administrators rather than for subject specialists and classroom teachers, it contains much valuable material for all members of the academic community.

Like most examples of its *genre*, the work may more profitably be dipped into than read thoroughly from cover to cover. Various sections deal with related matters connected with the improvement of college instruction : *Curriculum Reform, The Relation between Teaching and Learning, The Quantity and Quality of College Teachers*, and so on.

As another indication that the 'flight from teaching' is attracting the serious concern of college educators, the volume provides a welcome ray of hope. Whether the various diagnoses of the problem presented here or the many nostrums proposed for its cure are the appropriate ones will remain a matter of lively debate — a debate in which more of us should be involved.

E. J. M.



BELLHAVEN HOUSE

THE NEW POETRY BOOKSHELF - PAPERBACKS \$1.65

Previously available in hard cover editions only, this is a valuable series, eminently suitable for university students. Selected works of each of these poets are included: Lawrence, Donne, Shelley, Blake, Coleridge, Byron, Keats, Browning, and many others.

THE CRITICAL HISTORIAN by G. Kitson Clark \$7.50

This is a penetrating study of the nature of historical evidence and the processes by which the truth about the past is revealed, accidentally distorted and deliberately perverted.

A PORTRAIT OF THE ARTIST AS A YOUNG MAN

by James Joyce

Paperback \$0.95

Introduction by J. S. Atherton

SURVEY METHODS IN SOCIAL INVESTIGATION

by C. A. Moser

Paperback \$3.85

NOTICE OF POSITIONS VACANT *

ANNONCE DES POSTES VACANTS *

The University of British Columbia. Applications are invited for the post of Associate Professor of Industrial Engineering in the *Department of Mechanical Engineering*. Applicants should be academically qualified and have engineering experience in some aspect of modern manufacturing and industrial organization. Preference will be given to applicants with leaning towards production technology, but applicants versed in operations research will also be considered. Highly qualified and experienced applicants may be considered for full professorship. Applications enclosing personal particulars to: Dr. J. P. Duncan, Head, Department of Mechanical Engineering, University of British Columbia, Vancouver 8, B.C.

University of Calgary, Calgary, Alberta. Applications are invited for the position of *Population Geneticist* at level of Assistant or Associate Professor. Someone concerned with animal populations and prepared to assist with other courses within the department preferred. Minimum salary: \$9,000 (Assistant level) and \$12,500 (Associate level). Applications with curriculum vitae including names and addresses of three referees should be sent to: Dr. J. B. Cragg, Department of Biology, The University of Calgary, Calgary, Alberta.

Applications are invited for the position of *Head of the Department of Sociology and Anthropology*. The appointment will be made at the full Professor level (current minimum \$16,600.00) with the usual benefits, commencing July 1, 1968. Applications (including curriculum vitae) to: The Dean, Faculty of Arts and Science, The University of Calgary, Calgary, Alberta.

Applications are invited for the position of *Dean of the Faculty of Fine Arts* to be newly created July 1, 1967. Salary, at the rank of

* Institutions are charged for announcements of *Positions Vacant* at the rate of 75¢ per line or fraction thereof, with a minimum of \$3.00 per notice. Notices should be sent to the Editor, C.A.U.T. *Bulletin*, Room 603, 77 Metcalfe St., Ottawa 4, Ontario.

* L'insertion des annonces des postes vacants se fait au taux de soixante-quinze sous par ligne ou fraction de ligne, avec un minimum de trois dollars par annonce. Les annonces doivent être envoyées au Directeur du *Bulletin* de l'A.C.P.U., 77, rue Metcalfe, bureau 603, Ottawa 4, Ontario.

full Professor, will be commensurate with qualifications and experience. It is necessary that the applicant display a record of successful administrative experience and catholicity of understanding in the arts as well as a professional commitment to a discipline at the performance or studio level. Applications, with curriculum vitae and names of three referees should be addressed to: Dr. W. R. Trost, Vice-President (Academic), The University of Calgary, Calgary, Alberta.

Applications are invited for the position of *Head of the Department of History*. The Department includes fifteen academic staff with graduate work and research currently oriented to North American, British and European history and Renaissance Studies. It is anticipated that the appointment will be made at the full Professor level (current minimum \$16,600.00) commencing July 1st, 1968. Applications (including curriculum vitae) to: The Dean, Faculty of Arts and Science, The University of Calgary, Calgary, Alberta.

Applications are invited for positions in the *Department of Mechanical Engineering*. Assistant/Associate Professors with experience in Solid Mechanics, Fluid Mechanics, and Thermodynamics, for appointment 1967 and 1968. Salary \$9,000 - \$16,550, depending on qualifications and experience. Address enquiries, together with personal data, details of qualifications and experience, and names of three references to: Dr. D. H. Norrie, Head, Department of Mechanical Engineering, University of Calgary, Calgary, Alberta, Canada.

De Paul University, Chicago, Illinois. Applications are invited for the following academic appointments in the *Department of Biological Sciences*. Applicants should hold the Ph.D. degree and have a strong interest in research and teaching at the undergraduate and graduate levels. (a) Ecologist, and (b) Geneticist. \$9,000.00 to \$12,000.00; rank open based upon experience. Address inquiries to: Dr. M. A. McWhinnie, Chairman. Date of appointment: before or on Sept. 1, 1968.

University of Guelph, Ontario Agricultural College, Guelph, Ont. Applications are invited for the position of *Professor and Head, Department of Microbiology*. Qualifications: teaching experience; an established record in research; demonstrated qualities of leadership in academic fields. Applicants with an interest in or knowledge of agriculture preferred. Appointee will be responsible for organization and administration of instruction and research programmes of the department. Applications, accompanied by a confidential résumé, to be addressed to:

The Dean, Ontario Agricultural College, University of Guelph, Guelph, Ontario, Canada.

University of Saskatchewan, Saskatoon, Saskatchewan. Applications are invited to fill openings at the Assistant, Associate and Professor level in the *Department of Electrical Engineering*. Applicants should have a Ph.D. or industrial or teaching experience and an interest in research. Duties will include teaching at the undergraduate and graduate level and directing research. Openings in: Biomedical Engineering, Control Engineering, Electronics, Solid State and Thin Films. Applications should be addressed to Head, Department of Electrical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan.

Department of Pathology: Clinical Chemist or Biochemist required to assist in analytical supervision and development teaching and research. Research activities may include steroids, enzymes and biochemistry of mental retardation. Ph.D. required, some related experience desirable. Appointment as soon as available. Send curriculum vitae, a recent photograph and names of referees to: Dr. D. F. Moore, Head, Department of Pathology, University of Saskatchewan, Saskatoon.

Huron College (in affiliation with The University of Western Ontario), London Ontario — Applications are invited for appointments in the following disciplines to be made July 1, 1968: *Economics, English, Philosophy, Psychology*. Appointments will be made at the rank of Lecturer or Assistant Professor depending upon qualifications. Candidates are expected at least to have passed the Qualifying Examinations for the Ph.D. or hold an M.Phil. Degree or the equivalent. Salaries for these ranks are as published for the University. Applicants are asked to send their curriculum vitae and names of three referees to the Dean of Arts, Huron College, London, Ontario.

Lakehead University, Port Arthur, Ontario. The *Department of Biology* invites applications from senior biologists for one position. A suitable applicant would be invited to chair the department. The district holds special interest for limnologists and stream ecologists but all applications will be seriously considered. A curriculum vitae and the names of three referees would be helpful to us. The 1967-68 salary minimum for the Professor rank is \$15,300. For further particulars, please apply to the Dean of Science, Dr. John Hart.

University of Lethbridge, Department of Mathematics. Applications are invited to fill several positions at the Assistant and Associate Professor

level to teach undergraduate courses in mathematics. Rank and salary will depend on experience and qualifications. Scholarly work encouraged. The present salary scale for assistant is \$9,000 to \$12,450; Associate \$12,500 to \$16,550. Appointments may be effective as soon as January 1, 1968. Applications with curriculum vitae, and the names of three referees should be sent to the Chairman, Department of Mathematics, University of Lethbridge, Lethbridge, Alberta.

University of Manitoba, Department of Political Science and International Relations. Applications are invited for the position of Assistant or Associate Professor from persons competent in the fields of British and American Institutions and behavioral analysis. The appointment will be effective July 1, 1968, teaching duties commencing in September. Minimum salaries for Assistant and Associate Professor currently \$9,000 and \$11,600 but appointment could be made at a salary in excess of \$15,000. Removal expenses not in excess of one month's salary will be paid. Curriculum vitae, list of publications and names of references should be sent by December 1st, 1967, to M.S. Donnelly, 500 Dysart Road, Winnipeg 19, Manitoba.

University of Ottawa, Ottawa, Canada. Positions available in different fields of *Mechanical Engineering*. Ph.D. degree or outstanding professional qualifications required. Salary and rank dependent upon experience. Apply : A. Feingold, Chairman, Mechanical Engineering Department, University of Ottawa, Ottawa, Canada.

University of Western Ontario, London, Ont. Rapidly expanding *Department of Sociology* in large Eastern Canadian University requires sociologists (with Ph.D.) with specialities in social organization, demography methods. Other areas considered. Salary range approximately \$10,500 to \$20,000. Assistant Professor to Professor. Summer supplements available; two course load; short academic year. Apply immediately to Professor John F. Kantner, Head, Department of Sociology, University of Western Ontario, London, Ontario.

York University, Toronto. Applications are invited for two appointments at the Associate Professor level for *German and Spanish Medievalists*. Applicants should have a Ph.D. or its equivalent. Teaching programmes will consist of undergraduate courses. Duties will begin September 1st, 1968. Salary according to experience and publications. Applications with curriculum vitae, the names and addresses of four references and a recent photograph should be sent to the department Chairman.

NOTICE OF PERSONS AVAILABLE FOR APPOINTMENT **

ANNONCE DES PROFESSEURS DISPONIBLES **

- Box 1. Chemistry, Inorganic/Physical, Ph.D. from a Canadian university, research and teaching experience in U.S. and Canada. Male, 32, married. Seeking academic position in Canada. Available September 1967.*
- Case 2. Licence ès lettres (classique), diplôme d'études supérieures, spécialisation en philologie ancienne et grammaire française. Préparation du Doctorat, troisième cycle, en littérature française. Recherche poste d'enseignement de littérature française ou de philologie ancienne; disponible, fin de juillet; bonne connaissance de l'anglais.*
- Box 3. German Literature and Language. Male, married, 39; German; Staatsexamen (Göttingen) and Assessorexamen, both in German and English. Ten years' experience in teaching, in Germany (Goethe-Institute), France (certificat d'études, Grenoble), England, Ireland (University College, Dublin). Familiar with monolingual method. Currently assistant professor at college in U.S.A.*
- Box 4. Administration, Pharmaceutical chemistry. Male, 49, married; B.A., M.A. (Queen's Univ.) PhD (Yale Univ.). Employed past 15 years at National Institutes of Health, Bethesda, Maryland, as chemist and as scientist-administrator. Experienced in contract, grant and health research facilities construction administration. Interested in administration or teaching/research position.*
- Box 5. Botany. Wanted teaching and/or research position; Ph.D.; specialization Genetics, Cytology, and Radiation Biology; also*

** For fuller information write to the relevant Box No. at the C.A.U.T. National Office, Room 603, 77 Metcalfe St., Ottawa 4, Ontario. Notices of person available for appointment are carried at \$2.00 for 40 words and \$3.00 for 50 words. Notices for insertion should be sent to the C.A.U.T. National Office.

** Toute demande de renseignements doit être adressée au numéro indiqué du casier, secrétariat de l'A.C.P.U., 77, rue Metcalfe, bureau 603, Ottawa 4, Ontario.
Le taux de l'annonce est fixé à deux dollars pour quarante mots et trois dollars pour cinquante mots. Les annonces doivent être envoyées au secrétariat de l'A.C.P.U.

excellent training in Plant Physiology, Morphology, Anatomy, General Botany; twelve years' teaching and research experience. Several publications. Can teach Genetics, Cell Biology, Radiation Biology, Plant Physiology, Morphology, Anatomy, General Botany and Biology, etc.

Box 6. German. Graduate in English and German (lic. phil.) from the University of Zürich, Switzerland, seeks post as Lecturer in German at a Canadian University or College.

Box 7. Music. Male, 38, Canadian, Ph.D. Cornell, Musicology. Since 1959 Faculty of Music, Oxford (History of Music and 15th, 16th and 17th Century Music); 1966 appointed lecturer in Music, New College, Oxford. 1955-59 Ohio University, conductor University Chorus and Director Summer Opera Workshop. Senior Arts Fellowship, Canada Council, 1959 (Research in Early Tudor). Publications : Collected Works of Nicholas Ludford; Early Tudor Masses, Volume I; also various articles for *Musica Disciplina*, *Encyclopedia Britannica*, *Music & Letters*; Executive Editor, *Early English Church Music*. Interested in returning to Canada.

Box 8. Biologist Ph.D. (University of Illinois) in Plant Physiology and Biochemistry. One year post-doctoral experience. Male, 29, Canadian immigrant, seeking teaching and/or research position in University, research institute or industry. Available immediately.

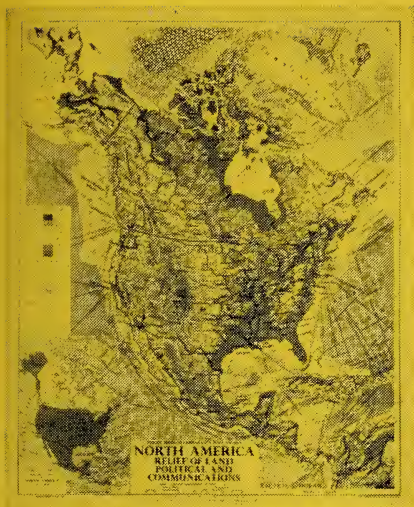
Box 9. M.A. Econ., B.A. International Relations; experienced; age 25; married; specialist Latin America. Available immediately.

Box 10. B. Pharm. (1954) from India. Ph.D. in Biochemistry from London University, 1965. Four years of research experience in the London University. During this period worked on the relationship between Isoniazid and Pyridoxine deficiency on Lipid metabolism. Also taught Pharmacology for Pharmacy students. Now working as a lecturer in Biochemistry in the Faculty of Medicine, University of Khartoum, engaged in teaching and research. Interested in Biochemical Pharmacology.

Box 11. Latin American Affairs. (History, Law, Sociology, Literature, Political Science, Spanish Language). Male, 69, married, 3 children, LL.D. Lawyer, Universities of Bogota (Colombia) and Buenos Aires (Argentina). Many years' university teaching and experience in publishing business. Seeks position in Canadian

college or university, or as translator from English or French to Spanish, or counselor in Canadian publishing house. Available 1968 onwards.

- Box 12. Zoology : M.Sc. (Second class). Ph.D. Delhi University. 5 years' teaching experience, Delhi and Agra University. General Zoology : (Invertebrates and vertebrates). Acquainted with histological and histochemical techniques. Several papers. Present work, lipid metabolism, fatty acids and sterols. Landed immigrant in Canada March, 1968, or earlier.*
- Box 13. Music. Male, 42, Solfege (Kodaly-Method) Harmony, Counterpoint, Choir direction, Canada Council award-winner. Several years' European and Canadian teaching experience. Ready to relocate, out of Quebec.*
- Box 14. Medicinal and Pharmaceutical Chemistry. Inter-disciplinary approach for therapeutic agents. Male, 52, Ph.D.; Canadian and American universities education. Professor, American university; twenty-five years' teaching experience (org. chem., natural and synthetic products, drug analysis). Publications. Wishes to relocate in Canadian university beginning July, 1968.*
- Box 15. Statistics. Male, single, 30. B.A. (Hon.), M.A. Madras, Ph.D. cand. Chicago. Expected June '68. Publications. Specific interest in basic research in mathematical or applied Statistics, data processing and data analysis, and in consultations on statistical problems.*
- Box 16. Langue, littérature française et histoire de l'art français, du moyen âge au XIX^e siècle inclus. Expérience professionnelle: 5 ans. Femme. 29 ans. Travaux accomplis : mémoire sur Gérard de Nerval : « Poésie de Sylvie et d'Aurélia ». En projet : thèse de doctorat.*
- Box 17. Economics Ph.D. U. of London. Male. 9 years' experience Pakistan and nine months' experience under Inner London Education Authority. Presently living in London.*
- Box 18. Bacteriologist, Veterinary Medicine. B.V.Sc., M.D. Bact. Experience : Bacteriologist at Institute of Vet. Researches and at Serum and Vaccine Institute, Ministry Agriculture, Egypt, and for past 10 years Bacteriologist at Serum and Vaccine Department and Director of Public Health Provincial Bacteriological Diagnosis Laboratories, Post wanted: Asst. Prof. Married.*



COMPARATIVE WALL ATLASES

The comparative Wall Atlas style of map is popular because of the convenient size and the fact that only one phase of geography is dealt with in each map. The size of each map is 43 x 33 inches. The titles of the series on NORTH AMERICA are :

1. Relief of Land, Political and Communications.
2. Climate : Summer Conditions, Rainfall, Isobars, Winds.
3. Climate : Winter Conditions, Rainfall, Isobars, Winds.
4. Actual Temperature : July, and July Sea-level Isotherms.
5. Actual Temperature : January, and January Sea-level Isotherms.
6. Natural Vegetation.
7. Commercial Development.
8. Density of Population.

Supplementary map, Political and Communications, obtainable separately.

Other series available : Canada; South America; Europe; Asia; Africa; Australia and New Zealand; World-Relations; Commercial Development; British Isles; India, Pakistan, Ceylon and Burma; South Africa.

Mounted on cloth, dissected to fold with eyelets for hanging.

No. 30-11 — Single Maps, each	\$ 4.50
Any Eight Maps for	31.75
Style 9 — Any Eight Maps, on charthead with tripod stand, for	49.75

maps that display the chief facts of geography

These maps fulfill the requirement that "Maps should be used not only to locate places but to work out relationships between climate and vegetation, or between natural resources and population density."

*A statement from the Introduction to the 1962 curriculum 1:7 x 1:9, Geography, History and Government Social Studies (Intermediate Division), Dept. of Education, Ontario.

REGIONAL WALL MAPS — Physical/Political — An up-to-date series of physical/political maps. Beautifully coloured to indicate the relief of the land, and sea depths. Communications, boundaries and other necessary details are included.

FRANCE AND THE LOW COUNTRIES — Eastward to Bremen and Turin, with inset of Corsica. 36 x 46 inches. Scale 1:1,250,000 (20 miles to 1 inch).

CENTRAL EUROPE — From Bornholm to Ljubljana, and Amsterdam to Brest. 46 x 36 inches. Scale 1:1,250,000 (20 miles to 1 inch).

SCANDINAVIA — From Hammerfest to Kiel, and Stavanger to Vyborg. 36 x 46 inches. Scale 1:1,750,000 (28 miles to 1 inch).

THE NEAR EAST AND MIDDLE EAST — From Kiev to Berbera, and Corfu to Muscat. 37 x 48 inches. Scale 1:4,000,000 (64 miles to 1 inch).

THE MEDITERRANEAN LANDS — 48 x 36 inches. Scale 1:4,000,000 (64 miles to 1 inch).

THE FAR EAST — From Irkutsk to Timor, and Chittagong to the Marianna Islands. 37 x 48 inches. Scale 1:6,500,000 (104 miles to 1 inch).

GHANA — 34 x 22 inches. Scale 1:1,000,000 (16 miles to 1 inch).

NIGERIA — 42 x 33 inches. Scale 1:1,400,000 (22 miles to 1 inch).

CENTRAL AFRICA — The Rhodesias, Nyasaland, and parts of bordering territories. 37 x 46 inches. Scale 1:1,750,000 (28 miles to 1 inch).

EAST AFRICA — Including the whole of Lakes Rudolph and Nyasa, with an inset extension of Port Herald, 36 x 48 inches. Scale 1:1,900,000 (30 miles to 1 inch).

PACIFIC OCEAN — 48 x 36 inches. Scale 1:20,000,000. Also available are Physical/Political maps of Kenya, Uganda, Tanganyika, Jamaica. Size and scale comparable to those listed above.

REGIONAL WALL MAPS — Political

WEST AFRICA — From Nouakchott to Bata (Rio Muni), from Dakar to Lake Chad. 24½ x 37 inches. Scale 1:4,000,000 (64 miles to 1 inch).

SOUTH-EAST ASIA — From Canton to Darwin, Andaman Island to Hollandia. 46 x 36 inches. Scale 1:5,000,000 (80 miles to 1 inch).

WEST INDIES COMMITTEE MAP — 48 x 37 inches. Scale 1:3,500,000 (55 miles to 1 inch).

No. 30-12 Regional Wall Maps —

Style No. 11 — Mounted on wooden rods, each \$ 7.95

Style No. 24 — Mounted on wooden spring rollers, each 13.25

Style No. 9 — Any 8 maps, on charthead with tripod stand, for 57.75

MOYER DIVISION VILAS INDUSTRIES LIMITED

MONCTON - MONTREAL - TORONTO - WINNIPEG - SASKATOON - EDMONTON - VANCOUVER

MOYER



OXFORD READINGS IN PHILOSOPHY

The aim of this series is to bring together important recent writings in major areas of philosophical inquiry, selected from a variety of sources, mostly periodicals, which may not be conveniently available to the university student or the general reader. The editor of each volume contributes an introductory essay on the items chosen and on the questions with which they deal.

To be published October 1967

THEORIES OF ETHICS

Edited by Phillipa Foot. 192 pp.

KNOWLEDGE AND BELIEF

Edited by A. Phillips Griffiths. 172 pp.

POLITICAL PHILOSOPHY

Edited by Anthony Quinton. 208 pp.

PHILOSOPHICAL LOGIC

Edited by P. F. Strawson. 182 pp.

THE PHILOSOPHY OF PERCEPTION

Edited by G. J. Warnock. 160 pp.

To be published Spring 1968

PHILOSOPHY OF ACTION

Edited by A. R. White. 192 pp.

Paperbound. Each volume \$1.75

Other volumes forthcoming



OXFORD UNIVERSITY PRESS

70 Wynford Drive

Don Mills, Ontario